

THE Catholic Educator

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February 1960



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EDITOR

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National Catholic Education Association

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THE Catholic Educator

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CLIPS AND COMMENTS

By
John F. Wagner

CONGRESS AND THE ISSUES

Among the many issues, real or fancied, Congress will have to face in this election year are two which primarily concern education. In the past, Congress has left all facets of education to the State and local communities, proceeding on the basic assumption that education is essentially the parent's responsibility and this is best exercised through local governments where conditions and desires can easily be met. Russia's sudden breakthrough in scientific progress and its effect on the American people pushed the Congress into passing the National Defense Education Act thus opening the issue to federal legislation each year and its consideration by all branches of the federal government. The pressure from the National Education Association, long frustrated by traditional policy, finally brought forth fruit and committed the nation to increased federal spending and weakened state and local government.

The issues faced this year result directly from this situation. The first is the NEA supported classroom construction bill brought to Congress through the efforts of Congressmen Murray and Metcalf and Senator Patrick McNamara. The second is the Loyalty Oath provision in the NDEA which Senator John Kennedy and others are seeking to have eliminated. Each faces a tough road ahead—each fight will be bitter and closely fought.

Scheduled for debate in the Senate on January 20th is the McNamara bill. Differing slightly from the Murray-Metcalf bill which has been stranded in the House Rules Committee since last June, this bill provides over one billion dollars for school construction to alleviate the classroom shortage now placed at 132,000 classrooms. Spread over two years, this money would be matched by the States according to a table based on proportionate income of the States. Thus the bill would attempt to equalize the difference in school dollars available in rich and poor States. Rumblings from the House of Representatives indicate that the various committees to which bills are referred after being introduced will have to yield up those bills after a reasonable length of time for study and recommendation and not be allowed to bury them as has been the case previously. This might mean that the Murray-Metcalf bill will be released

for debate. This bill provides the same amount as the McNamara bill but includes teachers' salaries as well as construction and would be in the form of direct grants which the State need not match with similar funds.

Both bills face the administration's announced policy of recommending only loans to school districts for school construction with repayment made over an extended period. It is the President's view that this is a State and local problem and should be solved on that level. Legislators in an election year are going to be pressured to act on the school legislation. However, the chances of such legislation passing both houses of Congress and escaping the President's veto are slim indeed. As a result, it is thought that there will be a considerable show of interest in the problem and much debate but very little accomplished in actual legislation passed.

THE OATH

Also originating in the Senate is the Kennedy amendment to the NDEA which would strike out the loyalty oath provision from being required of students applying for federal loans to further their college education.

THE CATHOLIC EDUCATOR has carried statements from Senators Kennedy and Dodd on both sides of this issue. This column has devoted several items to it and we know that the issue has received enough comments from various segments of the Catholic press and secular press so that Catholic educators are familiar with the issues involved. When small colleges such as Andover and Bowdoin started the opposition to the loyalty oath, not very many rushed to join them or oppose them. Since then, however, the American Society of University Professors has lent their weight to the move. The presidents of Harvard and Yale have endorsed its elimination, and at least two Catholic colleges, Manhattan and Providence, have joined the ranks of those who oppose this requirement.

Aside from the arguments presented pro and con, those who are returning the funds already lent or refusing participation are denying by their action the availability of these funds to their students. Regardless of how they think, is it worth the sacrifice of some students from nonparticipation in order to show the country and the Congress that Harvard or Yale or Manhattan believes in their version of freedom of

association or infringement of privacy? Obviously they have decided yes; we think it is not.

We urge the retention of the loyalty oath.

Why? For reasons previously expressed—one of which is perhaps worthy of repetition. The oath is part of a National Defense act, an act designed to help prepare this country against future enemies in wars, cold or hot, nuclear or scientific. It is the least to expect that the students benefitting from these funds will swear their allegiance to their country and that they can be counted upon in future combat. Perhaps Sister Madeleva of St. Mary's College phrased it best when she said that she was proud to administer the oath because it was a positive affirmation of her students' love of country and loyalty to its ideals. On balance, the loyalty oath deserves retention in the NDEA and respect from those who administer the act.

STAFF STABILITY

Five million children are currently in parochial schools, high schools and colleges. Who is to teach them? The Church—but more and more the Church is represented in the classroom not by the familiar figure in the black habit, but by a man or woman in mufti. Parents object. But whether parents like it or not, whether Catholic educators like it or not, the fact is that the lay teacher is with us and with us to stay.

Too many, we fear, view the situation as a temporary one which can be met by hiring laymen and women on fill-in scales of wages and respect, looking forward to the day when Religious will replace them. Unrealistic? To be sure but a prevalent attitude nevertheless. Is it strange then that lay teachers are hard to find? That young Catholic college graduates would rather teach in the public schools? That quality is not always at the level desired in the teachers finally hired?

Facts must be faced. Costs are rising, contributions in some areas do not cover costs, in others, the balance is barely maintained. And yet just as institutional costs are rising, so are family costs, living costs and almost everything else these days.

In some areas these problems are being licked by people who realize the magnitude of the problem. For example: At Benedictine High School in

Cleveland, Rev. Robert Wilkes, principal, recently announced the inauguration of a pension and insurance plan for lay teachers. This plan basically calls for equal payments from the school and the individual, with many benefits accruing to the individual for longevity in the areas of life insurance, savings, and annuities. In explaining the reasons behind the incorporation of these policies, he said; "We expect the plan will help Benedictine compete with public schools for more qualified teachers. It will add greatly to the stability of our lay faculty staff."

The Benedictine High action may or may not be the answer. Surely, however, these fringe benefits mean a great deal to the teacher with a family and if similar efforts were made by other schools, Catholic educational facilities would be unrivalled.

The problem of discipline in classes taught by lay teachers received an interesting solution in Louisville, Kentucky, recently. Five teachers in one of the elementary schools there decided that uniforms were the answer to keep discipline at a constant level between classes taught by Religious and those taught by the lay teachers. In simple dresses of dark blue, with white collars and cuffs, these teachers eliminated the attention of the students to the varying dress of the different teachers. The teachers were immediately recognized as distinctive from parents and discipline improved greatly, attention was focused on the lesson with the result that the teachers were more readily accepted as part of the teaching staff by parent and child alike.

The quality and quantity of Catholic education lies to a great extent in the lay teacher's abilities. Respect them for what they are and we cannot but progress.

HORNS OF THE DILEMMA

Rev. Robert J. Drinan, S.J., dean of the Boston College Law School pointed out in an article for *America*, the horns of a dilemma upon which the American Civil Liberties Union is slowly but surely being placed. As defender of the Bill of Rights and consequently the First Amendment and religious freedom, the ACLU has fought a number of noteworthy and praiseworthy battles in the courts of the land to uphold the rights of the citizens of this country to practice their

religion as they see fit, subject to the common good.

However, the ACLU's position on the subject of religion in education takes a different slant and, as summed up by Father Drinan, is as follows: state education must be secular and parochial schools "have the right to exist, but no right to monetary aid of any kind." Thus when Catholic parents claim logically that as a group the Catholics of this country who are paying taxes to support the school system and yet educate their children in parochial schools are being penalized through the nonparticipation in public funds for education by virtue of their religion, the ACLU brands each proposal as unconstitutional and undemocratic. Father Drinan maintains that it will not be easy, logically, for them to continue this opposition to aid for parochial schools.

In view of the manifest impartiality of the ACLU's Church-State committee and the traditionally profound respect of ACLU for all exercises of religious liberty, the ACLU cannot resist the sheer logic of the case of the religious parent who is now penalized in his pocket-book by sending his child to the school of his choice.

The prevalent attitude that the public schools are to be taught entirely from the secularistic point of view and that the state is actually the educator, points up the extreme to which civil libertarians eventually arrive at in their quest for license in the name of freedom and justice. The ACLU's position on religious education is shared by a great many people but through the efforts of such organizations as the St. Louis group organized to seek justice for the Catholic parent and such individuals as the Los Angeles Catholic parent who annually presents his case for compensation to Catholic parents to the California legislature, this attitude should diminish and educational freedom be secured.

IT SHOULD BE NOTED

Five Catholic high schools to accommodate 10,000 boys and girls are to be built in Brooklyn and Queens, N.Y. The announcement was made in mid-January by Bishop Bryan J. McEntegart. This \$25.5 million project will increase the capacity of the diocesan high schools by a third.

Plans and preliminary work have been started in two schools which will open their doors in September 1961.

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Reader Reaction

Implementation of PSSC Program Criticized

EDITOR:

This newly styled physics course, described in your November issue, is designed for the ideal group of students, i.e., a small group of twenty or fewer, college preparatory, highly intelligent, etc. The course is pointed toward the physics research major. Most college prep students, with a science major in their high school subjects, plan on engineering in college. The new PSSC course is definitely not suited for the average high school physics course, nor the average group of students.

The sequence of topics has been changed considerably. At the present stage there are four textbooks, four laboratory books, four teacher's guidebooks, four sets of lab guides for teachers. As of this writing Cascia Hall has received the following: text Vols. I, II, IV; teacher's guide Vols. I, II; lab book Vols. I, II; lab guide Vols. I, IV. It is a little disconcerting not to have all the books at hand. It makes planning rather cumbersome. The four texts treat the following topics: Vol. I general aspects such as: space, functions, scaling, kinematics, vectors, atoms, molecules, nature of a gas, etc; Vol. II light and wave motion; Vol. III mechanics; Vol. IV electricity. The text makes extensive use of mathematics, students are exposed to the beginnings of calculus. Some topics are explained in great detail: Vol. I, Chapter 3, has nine pictures on astronomy using three pages, while other important things are neglected. There should be a set of reference tables such as density of metals, wire gauge table, math formulas, etc.

The work of writing the text material should have been placed in the hands of a good textbook publisher because it certainly lacks the hand of a good organizer and it gives evidence of too many people wanting to get in on the act.

A complete new set of lab experiments have been designed for the new PSSC course in physics. They are supposed to make the student think and work independently, rather than follow the old cook book style as referred to by the progressives. In my limited experience, it has not attained the desired results. The top students still lead and the others follow. Much of the traditional lab equipment is obsolete with the new PSSC course. The new equipment is sold in kits and must

be purchased from a company organized, apparently, just for this purpose. The service that has been given on the orders placed by our physics department gives evidence of organized confusion in the packing and shipping department of this new company.

The textbooks for this course bear the copyright of M.I.T. The cost is defrayed by a grant from the National Science Foundation. When the course is well organized the PSSC program in physics should be excellent for the ideal group of students.

REV. JOSEPH A. COYNE, O.S.A.
Cascia Hall, Tulsa, Oklahoma

Teachers Will Be Grateful for New Departure in Arithmetic

EDITOR:

After reading the article "Arithmetic from a New Approach" by Marion U. Blanchard, Ph.D., which appeared in the November issue of THE CATHOLIC EDUCATOR, I took the first opportunity to examine the series *Seeing Through Arithmetic*, published by Scott, Foresman and Company, and I do not feel that Dr. Blanchard is exaggerating in the least when she states that "It represents the first truly significant step forward in arithmetic in almost a century."

As a teacher, I have long been convinced that the discouraging results of our teaching of arithmetic could be traced for the most part to the fact that the system which we used, and in which we ourselves were trained, led us to teach our children to manipulate the symbols of mathematical ideas with little or no understanding of the concepts underlying those symbols. For this situation the teachers are not wholly to blame, for, as Dr. Blanchard pointed out, in many states the requirements for a certificate in elementary education could be met without taking any high school or college mathematics. Therefore, the teachers' objectives could scarcely reach beyond trying to impart a knowledge of basic facts and the four fundamental processes, which, essential as they are, were often poorly mastered through a lack of basic understanding.

Even for teachers with a better background in mathematics, the teaching tools available were not very helpful. As Dr. Blanchard noted, the authors of older

(Continued on page 410)

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Reader Reaction

(Continued from page 408)

texts, too, seemed to regard a knowledge of processes and rules as the only thing necessary for the mastery of arithmetic. This is particularly evident in their pages of verbal problems. For example, many types of problems requiring addition in their computation would be lumped together and no effort would be made to point out to the children that in some problems what they were asked to find might be the missing minuend or subtrahend of a subtraction equation, and that this requires a very different reasoning process from finding the sum of two given addends, although the actual computation is the same.

Some progress has been made through the use of flannel boards and other devices to help children to see what they were really doing with numbers, but the number of concepts which can be illustrated with these manipulative devices is limited. The four-step teaching method and detailed illustrations of each concept presented in the STA series seems to me to be really the answer to a teacher's prayer. Through the visualization of familiar number situations, children will surely see more clearly through the mysteries of borrowing and carrying and the placing of the ever-puzzling zero, while the importance of knowing facts and processes will be emphasized rather than diminished.

In the area of problem solving, the writing of equations, with emphasis on the proper placement of numbers to describe the given problem situation, is as essential to training in mathematics as practice in the writing of sentences in proper word order is essential to training in adequate verbal expression. Here, too, by means of excellent illustrations, the STA program helps children to visualize what they are asked to find in a problem, to express it mathematically, and to see the reason for the process used in computing the answer.

Another point which Dr. Blanchard mentions as a "highly significant difference" in the program is the introduction of the ratio concept of fractions in the sixth grade. For this departure from tradition, most teachers of upper grades will be profoundly grateful, for the concept of ratio and comparison is the point of articulation between fractions and percentage, which loses most of its terrors when seen as merely an extension of what has already been learned.

Whether our students are destined for jobs requiring the practical application of mathematics to industry, or for higher education in the enticing fields of hypothetical mathematics as a pursuit rewarding in its own right, I feel sure the "new approach" pioneered by the authors

(Continued on page 412)



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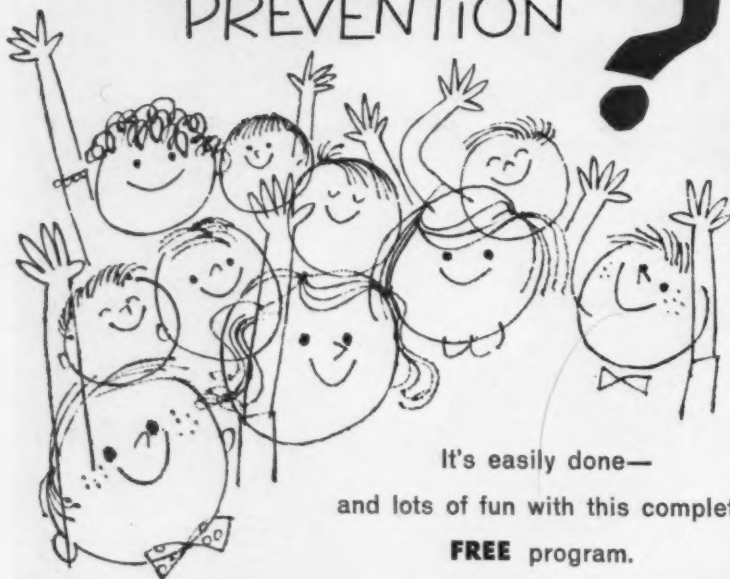


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Reader Reaction

(Continued from page 410)

and publishers of *Seeing Through Arithmetic* will prove a most valuable contribution to both the teaching and the learning of arithmetic.

SISTER M. EVELYN, R.S.M.
Mount St. Agnes, Baltimore 9, Maryland

Physics for Superior Students

DEAR EDITOR:

I wish to congratulate Sister Mary De Paul on her excellent article: *Physics Remodeled* (Nov. '59). As a fellow-teacher, I can appreciate the colossal task. An appraisal of the course content alone would have been a challenging undertaking, without any reference to supplementary materials or pedagogical experiences.

I feel urged, however, to inject a few personal observations, since some readers may infer from the article that this is the ideal course for every type of student. Now, I endorse the P.S.S.C. course with enthusiasm but I hesitate to say that it is geared to any student save the superior. True, the poorer student gets as much out of it as his colleagues get from the traditional approach but that "much" is almost negligible.

If, for some unavoidable reason, physics has to be given to the poorer students, then, it seems to me, that they would fare better in a group apart where the method could be varied according to their level and maturation.

Likewise, the tests administered were too long and too difficult. True, they were a step in the right direction in so far as memorized rules and definitions were of little value. Students had to do "on the spot" thinking but these same tests proved so difficult and even frustrating to some students that the latter, eventually, cared little how they performed on the test. The Educational Testing Service has set about correcting that condition.

Nevertheless, I dare to say that P.S.S.C. physics is here to stay. The newness of the course precludes any claim to veterancy but we may be hopeful enough to say that its success is assured from its enthusiastic reception and that its relative merits are becoming apparent. Any teacher of P.S.S.C. physics will testify to the extreme satisfaction enjoyed in seeing students think and knowing that here, at last, is something about.

SISTER M. ANGELINA, O.S.F.
St. Clare H.S., Rosindale 31, Mass.

Pro Grade School

EDITOR:

Teachers who have had experience in the elementary grades, particularly the
(Continued on page 414)

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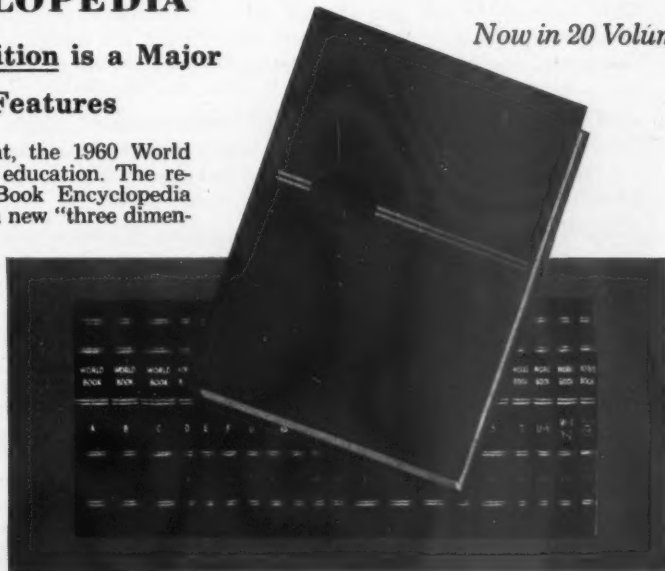
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Reader Reaction

(Continued from page 412)

primary ones, know that the moral and religious influence of the school upon the home is tremendous. Parents who may be lax or poorly trained in religion, in their solicitude for the progress of their children, become more deeply and fully aware of the meaning and import of the truths of our faith. As the child studies his catechism, using the excellent modern texts and workbooks, the parent re-learns the questions he once studied in the Baltimore catechism. As the child is brought to a realization of his obligations to his Creator, in the matter of Sunday Mass, daily prayers, and the like, the parent is given a forceful reminder of his responsibilities. Without the elementary school, the Church would lose a powerful influence for good on American Catholic family life.

The development of prompt, sure and easily performed good acts can be achieved in the young child by instruction and practice in doing the right things. Early education must be based on authority because of the immaturity of the child. In the sphere of religious education, the recognition of the force of authority in childhood will aid the maturing individual to grow into a rational acceptance of dogma. For this reason I would prefer to preserve the branch of Catholic education responsible for the formation of the early and later childhood years.

SISTER JAMES CLAUDIA, O.P.
Education Dept., Barry College, Miami, Florida

Marriage Courses in High School

EDITOR:

Marriage courses for high school students can be a great asset—or a liability. Certainly many things concerning marriage should be pointed out to students—the indissolubility of the marriage contract, the obligations of marriage (how many of our students are aware that the first obligation is to help one's partner save his soul?), the things one should consider in choosing a partner, and the Christian view of marriage as a vocation. The encyclical, *Casti Connubii*, might well be the textbook for such a course.

But marriage courses should not become sex instruction classes; or, as someone aptly put it, classes in gynecology, junior grade. As Father John L. Thomas, S.J., just recently wrote, "Under no circumstances should marriage courses either in high school or college include the detailed instructions and explanations normally included in immediate premarital talks. What students need is an understanding and appreciation of marriage as God designed it, together with adequate knowledge of the moral principles that

(Continued on page 416)

CHURCH ARCHITECTURE

The subject of Church architecture undoubtedly strikes most people as a dry one and hardly interesting at best. And yet consciously or unconsciously, we are critics of the new expressions in this art and we all have rather definite ideas on what we do like and what we don't like. Contemporary architecture has dominated the church building field for the past several years and its supporters are just as vigorous in its support as are its critics. But is it really a new school of architecture that will take its place along side the traditional Roman, Gothic and other styles? What can be expected in the future? What is desired in the future of this art?

In the January-February issue of *CATHOLIC BUILDING AND MAINTENANCE*, this subject and the answers to these questions are taken up in definitive form by Lawrence Mawn, A.I.A., noted architectural author, book reviewer and critic, in our feature editorial article entitled: "Contemporary Church Architecture." It is a significant article and one that will give considerable insight into this recent development in building and its implications in relation to the Church.

Your rectory, Convent or School copy should reach you by January 27th.

Also featured in the January-February issue are:

- A special 8-page section on Lenten menus and portion control of seafood. Featuring articles on the variety and cooking of portion control items, this section also spotlights Lenten Menus and a unique Question and Answer page by Brother Herman E. Zaccarelli, C.S.C., CBM Food Editor.
- Sacred Heart's new school in Fowler, Ind.
- St. Priscilla's Church, Chicago, Illinois
- Summit County Day School Gymnasium
- Stonehill College Student Union Building
- Dishwashing and Food Disposal Units
- Electrical Heating Goes Institutional by Robert Boyd, P. E.
- A Classroom Renovated in 28 hours
- What You should know about Boilers and many others.



CATHOLIC BUILDING AND MAINTENANCE is a magazine designed to keep you informed as to the trends of building, the procedures of maintenance, and the development in all fields of interest to those who must accept the responsibility, either now or in the future, of an executive position in a Catholic institution.

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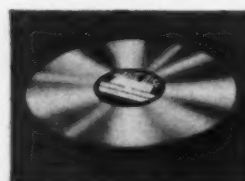
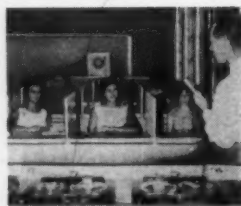
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Reader Reaction

(Continued from page 414)

should guide their conduct through life." It must be admitted, however reluctantly, that the detailed instructions against which Father Thomas warns have sometimes been given in marriage courses.

There is a strong tendency today—and it has undeniably tinged our Catholic thinking—toward too much emphasis on the physical in discussions of marriage. Even some of our secular marriage counselors now concede that too much discussion of sex has led to attitudes of apprehension and unhappiness, rather than to "adjustment."

It is a prevalent fallacy that young people already "know everything," so it is proper to discuss any subject with them. This is simply not true; and since it is far from being universally the case, why subject those students who have no preoccupation with sex and who are not yet considering marriage to detailed discussions of sex? Dwelling on the physical aspect of marriage will serve as a temptation to many young listeners, perhaps to the boys, in particular. And it sometimes inspires revulsion in the girls. As Father Richard Tierney, S.J., wrote some years ago (and human nature has not changed, even if social customs have), detailed teaching of sex hygiene will not only prove ineffective in achieving the noble purposes in view, but it may even thwart those purposes, since the young are susceptible to sensuous images and their will is weaker than that of adults. Temptation, as he points out, begins with the psychological.

The best guide to follow, it seems to me, would be the statement of the Holy Father in his address to Italian midwives a few years ago. Scoring the "refined hedonism" that has taken over, he said: "Banish from your minds the cult of pleasure and do your best to stop the diffusion of literature that thinks it a duty to describe in full detail the intimacy of conjugal life under the pretext of instructing, directing, and reassuring. To calm the timid consciences of couples, common sense, natural instinct, and a brief instruction on the clear and simple maxims of Christian morality are usually sufficient."

And, realizing that there were those who would protest that there was need for more instruction, he added, "If, under special circumstances a girl who is engaged or a young wife needs further explanations on some particular point, you must instruct her with delicacy and in conformity with the natural law and the healthy conscience of a Christian."

Certainly if marriage courses were to follow the directions of the late Holy Father, there would be no reason to fear that they would serve to encourage more young marriages—but there is little hope that they would discourage them, either. Nothing will, so long as we foolishly per-

(Continued on page 418)

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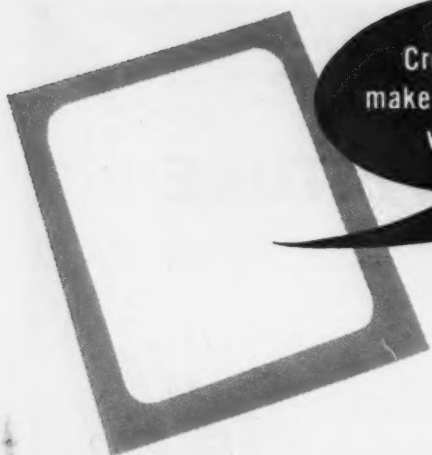
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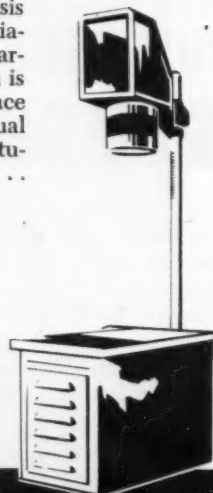
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Reader Reaction

(Continued from page 416)

mit children to begin dating at twelve or thirteen years of age. But since this situation is already with us, we should certainly desist, in marriage courses and elsewhere, from promulgating the idea—more pagan than Christian—that all young people should break away from their families when they marry, and resent "interference." This, especially when they are marrying at an age when they may need both moral and financial support from parents can be disastrous. There is really no reason why parents should not help to subsidize their children's marriages, if they can afford it; because of financial difficulties, young couples may be led into sinful family limitation and subsequently even to loss of faith. Granted that there is such a thing as undesirable "interference," let us regard it as a "special case." In past generations, when the same thing that is now called "interference" was regarded simply as interest and affection, families stayed closer together, and we did not have many divorces. Perhaps it is not so much the "interference" that is at fault as the attitude that has been bred toward it. Even today, in countries where children stay close to their parents even after marriage, and family loyalty is strong, marriage is much more stable.

This should be a matter for serious consideration by the instructors who give marriage courses. In time when socialists constantly attack and seek to undermine the home, Christian counselors should encourage solidarity of the family—not only the immediate family, but the wider family group.

And above all, let the instructors avoid stressing difficulties and complications. Marriage is not really so complicated as some of the authors would have us believe! Marriage counselors would do well to advocate charity, common sense, and the love of God as the prime essential for a happy marriage.

DIANE WEATHERBY

New York City

Personality Development in the Classroom:

II Interpersonal Relationships

By Rev. Edward L. Murray

"In the classroom the teacher is the parent symbol: the father or mother image. If he understands the psychic power and authority this fact gives him, as well as the interpersonal relationships he sets up, he can effect some wonderful developments within his students. But the catch is, the teacher must understand some of these dynamics."

For an understanding of these dynamics Look for Father Murray's second article in the March issue...

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Beautiful new Cathedral High School, Springfield, Massachusetts. Director: Reverend Timothy Leary.
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"**W**E HAVE thought in terms of the children in everything we have planned in this great new project," states Reverend Timothy Leary, Director of Cathedral High School.

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Audio-Visual News

How a Car Works—Electrically

The how and why of electrical systems in automobiles and trucks is presented in picture and voice in a new Jam Handy series of five sound filmstrips in color.

Not only automotive mechanic instructors but also science and driver education teachers will find it helpful. The series serves to clarify for students concepts difficult to explain. In the series: *Automotive Electrical Fundamentals*, electrical circuits and their component parts in actual operation are shown schematically visualized. Animated characters hold attention and facilitate retention of important principles.

A professional presentation for each filmstrip is provided by synchronized recordings (12" 33 $\frac{1}{2}$ rpm discs). Used without the records, the filmstrips can also be made to serve for testing purposes and group discussion.

The individual titles are "Introducing Automotive Electricity," "The Cranking Circuit," "The Ignition Circuit," "The Regulation and Charging Circuit," and "The Lighting and Accessory Circuits."

The set is priced at \$49.50; individual filmstrips and accompanying record are \$10.90. The Jam Handy Organization, 2821 E. Grand Blvd., Detroit, 11.

A-V 25

Handy Slide Sorter

Handy for the teacher to preview and arrange slides in a wanted sequence is a newly improved photographic slide sorter. It is said to offer improved lighting and light ray diffusion. This is accomplished by the use of a new blue lighting unit that transmits white light through a new light-diffusing translucent top. The result is that slides are seen in truer color or stronger black and white.



Merely spread up to forty slides on the 12" x 14 $\frac{1}{4}$ " Geist Slide-sorter, turn

on the light and then view all slides at once for quick selection and choice of sequence for a coming lesson.

It will also be obvious to teachers that this unit will serve a wider use in school, for cutting mimeograph stencils, tracing pictures or diagrams, or silhouetting.

The maker is the H. E. Geist Co., 2168 West 25th St., Cleveland 3, Ohio.

A-V 26

Effective Projection

"What screen size should we use? What is the best seating arrangement? What image brightness is required?" and many other questions are given answers in a practical Eastman brochure entitled,

Foundation for Effective Audio-Visual Projection.

The applications are not only for motion picture projection but also for that of slides, filmstrips, large transparencies, and opaque materials. The teacher new to the audio-visual medium will especially welcome it; other teachers will find in it reminders of best procedures.

Write the Sales Service Division, Eastman Kodak Co., Rochester 4, N. Y.

A-V 27

Filmstrips for English Classes

Three more filmstrips for English classes to aid in the study of Shakespearean plays are among recent United World Film releases.

(Continued on page 484)



Musical Multiplication Records

Now let your class have fun drilling on the tables from Twos through Twelves

Now for the first time the Multiplication Tables have been set to music and put on records! Thousands of schools have ordered these new Bremner Multiplication Records. Teachers and pupils find them a welcome change from the monotony of routine drill.

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A school principal in Lewiston, Pa. writes: "Our children are taking new interest in learning their multiplication. Your records have a unique approach and a good one. Excellent investment for schools and parents."

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CIPC—Catholic Institution

What is CIPC? It's simple! CIPC is the new CATHOLIC INSTITUTION AND PARISH CLINIC sponsored by CATHOLIC BUILDING AND MAINTENANCE, and being held in New York City, March 22, 23, 24 in conjunction with the Institution Food and Supply Show. In an effort to aid administrators of Catholic Institutions, an outstanding list of speakers is currently being assembled on twelve subjects of prime importance—subjects which up to now have never been covered either in formal or informal training. Six of these subjects will be concerned with building and maintenance topics including one three-hour session of loans, investing, and other aspects of Institutional and Parish financing. The remaining six will take up aspects of the administration of the food programs in our schools, convents, and other institutions. In this effort, the editors of CBM are attempting to present the finest program possible in order to make the first Catholic Institution and Parish Clinic as helpful, informative, and valuable as possible so that our Catholic institutions can be administered knowledgeably and efficiently. See the program below, and . . .

PLAN NOW TO ATTEND!

TUESDAY, March 22, 1960—10—12 a.m.

"Include Maintenance in Building Design"

What is involved in picking materials for easy maintenance of the building after completion? What design characteristics have to be incorporated into the plans for easy maintenance? What specific materials are now in use that are best from the institutional maintenance standpoint, walls, floors, heating, air conditioning? What is the future?

TUESDAY, March 22, 1960—2—4 p.m.

"Heating and Air Conditioning Selection, Operation, and Costs"

Comparison of Fuels. What fuels or heating system are to be expected in the future? Electrical heating. What are reasonable costs for heating in the various sections of the country? What can be done now with old buildings to cut down heating costs? Air conditioning: how feasible and economical?

WEDNESDAY, March 23, 1960—9—12 a.m.

"Institution and Parish Financing"

N.B. This session will commence at 9 a.m. Fund Raising. Long and Short Term loans. Investment Financing. Interest rates. Parish donations. Taxes.

TUESDAY, March 22, 1960—10—12 a.m.

"School Lunch Program Administration and Operation"

What are the conditions for participation? Exactly what is supplied by the government—by the school? Records to be kept. Personnel involved and their responsibilities. How are deliveries arranged? Surplus and holiday arrangements. Are all children eligible?

TUESDAY, March 22, 1960—2—4 p.m.

"Cafeteria Personnel Management"

Psychology of working with women employees. How to work harmoniously with both paid and volunteer help. Policy determination and promulgation. Sanitation standards. Wage determination. Methods of payment. Time schedules. Fringe benefits.

WEDNESDAY, March 23, 1960—10—12 a.m.

"Kitchen Equipment and Maintenance"

Equipment currently in production and its capabilities. What is involved in maintenance of kitchen equipment? Selection of fuels and their advantages and disadvantages. What can be expected in the near future in new equipment?

Dates: March 22-24, 1960

Location: N. Y. Trade Show Building

Catholic Institution and Parish Clinic

and Parish Clinic

WEDNESDAY, March 23, 1960—2—4 p.m.

"The Owner-Architect-Contractor Relationship"

Choosing an architect. Site Selection. Accepting Bids. What is expected from the architect? From the owner? From the contractor? What does the contract normally cover? What doesn't it cover. Who is responsible for the fulfillment of the contract? Cost estimates and final bills.

WEDNESDAY, March 23, 1960—2—4 p.m.

"Purchasing for the Kitchen"

How to select premium foods at economical prices. Buying in quantity, advantages and disadvantages. Buying from local markets. Evaluating sales arguments and advertisements. Meeting salesmen.

THURSDAY, March 24, 1960—10—12 a.m.

"Interior Decoration"

Colors, Institutional Decoration, new fabrics and materials on the market for effective decoration and easy maintenance; lighting, how to correlate decoration of various rooms at various times; paints, how to pick a good painter, how to decorate without the aid of a good decorator.

THURSDAY, March 24, 1960—10—12 a.m.

"Planning Better Menus"

Factors involved in achieving variety. How can good nutrition be incorporated in the diet using everyday foods? Utilization of unpopular foods in the menu. Determining a weekly schedule. Enlivening the menu with garnishes, spices, and salads.

THURSDAY, March 24, 1960—2—4 p.m.

"Custodial Training"

What makes a good custodian? How should you start a new man on the job? What should be expected of him in work, scheduling, purchasing, management, and time? What he should know and how can he find out that which he doesn't know?

THURSDAY, March 24, 1960—2—4 p.m.

"Getting the Most From New Foods"

What is new in frozen foods, in portion control items? How can they best be used in daily menus? What is the cost of these foods as compared with regular items? Determining quality.

Pastors, Sisters Superior, school principals, hospital superintendents and other institution heads are invited to attend this first **Catholic Institution and Parish Clinic**. Most of the program sessions are planned as panels with several specialists participating on each panel. Come prepared then to ask the panelists as many questions as have arisen in your work of administration and which come under the program topics. The sessions have been planned to permit at least half the time to be taken over by question periods.

The six panels devoted to food and the kitchen are under the direction of CBM's food editor, Brother Herman E. Zaccarelli, C.S.C. The six panels which treat maintenance and building planning are under the direction of John F. Wagner, Editor of Catholic Building and Maintenance.

Dates: March 22-24, 1960

Location: N. Y. Trade Show Building

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EDITORIAL

MONSIGNOR PAUL E. CAMPBELL, EDITOR

FIFTY YEARS IN SPECIAL EDUCATION

FROM THE DIRECTOR, Father Thomas R. Bartley, M.Ed., comes a copy of the Golden Jubilee book of De Paul Institute, Pittsburgh. It was on September 7, 1908, that Bishop Canevin opened this School for the Deaf. He invited the Sisters of Charity of Greensburg to staff the school and sent several chosen teachers to the Boston School in Randolph, Massachusetts, for special training in the Oral Method of teaching the deaf. In 1911 the school was moved from temporary quarters to the new school just completed in Brookline, Pittsburgh. Bishop Canevin named it De Paul Institute after the great patron of works of charity, St. Vincent de Paul.

Bishop Canevin's successors in the see of Pittsburgh, Bishop Boyle, Bishop Dearden, and Bishop Wright, have continued his intense interest in De Paul Institute. From being a school for the deaf and hard of hearing alone, it has become a school for all types of sensory handicaps. The directors in charge envisioned the day when De Paul would minister also to the blind pupil. The first blind pupil was admitted in October 1949; 1958 was a milestone, for in that year the first blind child graduated to enter high school.

The blind child at De Paul shares in the benefits of rich heritage of almost fifty years of experience in the teaching of the deaf. He takes part with the sighted child in all classes as well as in co-curricular activities; such participation is deemed necessary for healthy adjustment and personality growth. All blind children are day pupils, keeping their rightful place in the family routine and family affections. Thus they have the advantage of growing up in their home environment, making friends in their own neighborhood, and becoming known and accepted by local community groups.

The administrators and the faculty of De Paul keep pace with all new developments in the teaching of the sensory handicapped child. Group hearing aids, audiometers, and high fidelity equipment in general have proved themselves indispensable for the best work with the handicapped child. An ample supply of the best in modern equipment is found at De Paul.

The need for more space for preschool children was recognized in a practical way through the erection in 1950 of a sixteen-room primary and preschool building, designed to meet the most exacting demands of Special Education. Here, in Our Lady of Victory Hall, the visitor will find a suite of rooms for clinical testing and observation; sight-saving rooms; and auditorium-gymnasium, complete with lockers, showers, mezza-



nine, costume presses, and a ten-room nursery, with all the furniture and stationaries scaled to child size.

De Paul Institute is a project of the diocese of Pittsburgh. The Golden Jubilee book carries a dedication to the faithful of the diocese. Bishops, priests, and people have all combined to build, enlarge, and maintain this school for sensory handicapped children. Ad multos annos!

HELP FOR PRIVATE SCHOOLS IN CANADA

RECENTLY AN EDUCATION commission of the Manitoba provincial government unanimously recommended that the province give financial aid to private schools. "Practical application of the principles of democracy," said the group in its report, "requires that whenever possible the majority be tolerant enough to provide for significant minorities the kind of education they want for their children." If acted upon, the commission's recommendation would end a situation whereby Catholics and other religious groups must pay to support both their own schools and the public school system, without receiving any form of tax relief.

Manitoba and British Columbia are the only two of the ten provinces in Canada that do not aid private schools in some way. A commission similar to Manitoba's is studying the education situation in British Columbia. The Manitoba commission's report said that financial aid to private schools would do no harm "to the public school system, to unity, or to religious toleration."

It is estimated, says a writer in *The Register* (December 13, 1959), that under the commission's formula for private school aid, grants from the provincial government would cover about half of the present

capital and operating costs of most private schools. It is essential, said the group, for private schools to have "the greatest freedom possible to experiment and to challenge the methods, achievements, and standards in the public schools."

The report also recommended that non-compulsory courses in religion be included in the curriculum of provincial public schools at the option of local school boards. Public schools, we read in the report, should make positive use of their "enormous resources and power to reinforce the church and the home in their efforts to civilize man."

Religious leaders of all three major faiths agree that the proposal of the Manitoba commission is a constructive step forward.

THE GIFTED STUDENT GETS ATTENTION

IT IS STIMULATING to read of the efforts made in many places to provide special measures for the gifted. Human nature is stirred to its depths when mention is made of special educational measures to help the handicapped child, but the reaction is not quite so heart warming when the gifted student and his need for help are under consideration. It is fair to say, we think, that we have sinned more seriously against the gifted than against the handicapped. Catholic schools of higher learning concede this, and an increasing number of them are doing something about it.

St. Joseph's College, Collegeville, Indiana, has instituted an experimental honors program for its "B-or-better" students. This program gives qualified students an opportunity to take special honors courses both in and outside of their major field of study. The plan of the new system is to get the best teachers and the best students together in small informal classes. With a minimum of class meetings, the burden of learning rests primarily with the student. Participation is by invitation of the academic dean.

Saint Peter's College, Jersey City, inaugurated this year an honors program of enriched studies for superior students. Emphasis is upon independent student research. Seminars and projects will familiarize the students with methods of research. Every student chosen is required to pass an examination in a second modern language at the end of his sophomore year.

Clarke College, Dubuque, Iowa, has introduced a new type of recognition for superior students. The seven top-ranking freshmen in the Honors at Entrance group are admitted as Mary Gervase Scholars, with the privilege of attending meetings of the Clarke Honor Society. Honors at Entrance are given without reference to financial status, and are awarded to students of outstanding academic achievement and potential, demonstrated on high school records and on College Entrance Examination Board Tests.

The Honors Reading Program at St. John's University, Collegeville, Minnesota, is receiving in this its second year a measure of help from a Danforth

Foundation grant. The honors program is open to sophomores who have demonstrated academic ability and perseverance, maturity, originality, and intellectual curiosity in their freshman year. The program covers a three-year study of the social sciences, world literature, natural sciences, philosophy, and theology, culminating in an honors thesis to be defended in an oral examination in the senior year.

The Hill Family Foundation continues to sponsor a tri-college program for superior students at the College of St. Benedict, St. Joseph, Minnesota, St. John's University Collegeville, and State College, St. Cloud. "Concepts in Crisis" is the theme for the second year's series of lectures.

Finally, the PEP or Pre-college Educational Project successfully inaugurated last year at Assumption College, Worcester, Massachusetts, continues for talented juniors and seniors in high schools of central Massachusetts. Seventy-five boys and girls recommended by their principals or guidance counselors are attending, tuition-free, one of three courses: Russian Language and Literature, U. S. and World Affairs, or Communications. Another recent development at Assumption College, a School of Foreign Affairs, drew a letter of congratulation last July from Christian A. Herter, Secretary of State. Mr. Herter wrote: "It is very heartening to know that Assumption College which has always had so many international connections has formalized and expanded these in its new school of Foreign Affairs. We are most anxious here in the Department to expand the role which American colleges and universities play in the formulation of our foreign policy."

GIVING DIRECTION TO EDUCATION

THE COLLEGE NEWSLETTER is the official organ of the College and University Department of the National Catholic Educational Association. With the November 1959 issue the Newsletter began its twenty-third year of publication. In this issue there is a message of the department president, the Reverend Robert J. Slavin, O.P., "A Reflection on Ends and Means in Higher Education." The modern skeptic, he tells us, is not even certain of the aim or purpose of education. To the Christian educator the purpose of education is to "form Christ" in man, to make of man the image of the Christ of the gospels. In the words of the Holy Father Christian education seeks to develop "the supernatural man who thinks, judges, and acts constantly and consistently in accord with right reason illumined by the teachings of Christ."

Dr. Slavin passes over the brick-and-mortar problem involved in erecting and maintaining college buildings and addresses himself to the "strictly academic problem of instruction and content" pointed toward turning out good and useful citizens, citizens who are men and women of faith who will be the leaven of the world. He speaks of Aristotle, greatest of non-Christian philosophers, who stated that the per-

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Fatima and the Question of Private Revelations

"If MY REQUESTS are heard, Russia will be converted and there will be peace. If my requests are not heard, error will spread throughout the world causing war and persecutions even unto the annihilation of several entire nations." These are some of the often quoted words which our Lady is said to have spoken to the three children at Fatima in 1917. Two of the three children, Francisco and Jacinta, died in 1919 and 1920. Only Lucia is still alive; she is a discalced Carmelite nun at Coimbra.

In the course of the apparitions the Blessed Virgin revealed to the three seers certain prophecies and promises, the so-called "Message of Fatima," which they had to communicate to the world. The Lady also told them secrets which they were asked not to disclose until she herself would command them to do so. In order that the exact version of the events of 1917 would not be lost, the Bishop of Leiria, Dom José Alves Correia da Silva, ordered Lucia to put all in writing. Lucia wrote her first memoir in 1936 and a second one in the following year. A third memoir, written on August 8, 1941, contains further details about Jacinta, and also an account of the weird light of January 25, 1938. The fourth and definitive account was written in the convent at Tûy in the morning of December 8, 1941. At the end of this fourth memoir Lucia points out quite a few errors she has found even in the best-known books about the Fatima apparitions.

First of Three Secrets

The world had to wait until 1942, before parts of the secrets entrusted to the children were made public. Lucia wrote the account "by pure obedience and after having obtained permission from heaven." "The secret," writes Lucia, "consists of three parts, two of which I will reveal here: 'Sacrifice yourselves for sinners,' Mary repeated, 'and say many times, especially when you make some sacrifice: O, Jesus, it is for your love, for the conversion of sinners and in reparation for the sins committed against the Immaculate Heart of Mary.'"

"As the Lady spoke the last words, she opened her hands as she had done in the apparitions of the two previous months. But this time the radiance of the light reflected from her hands seemed to pass into the earth, and we saw a sea of fire. Plunged in this fire were demons and souls in human forms, black and bronze-colored, as if they were transparent red-hot coals, which were thrown up high by the flames and fell back again on all sides as sparks fall in a great

conflagration, without weight or equilibrium, among shrieks, groans of sorrow and despair which were horrifying and caused to shudder with fear. (It was probably at the sight of this spectacle that I uttered 'Ah!' which the people around us claimed to have heard.) The demons were distinguished by their horrible and loathsome forms of animals, frightful and unknown, but transparent like black coals that have turned red-hot."

"This vision lasted only for a moment. And we must give thanks to our heavenly and kind Mother who prior to this vision had given us the promise of taking us into heaven. Otherwise, I believe, we might have died for fright and horror."

Second Secret

The second part of the secret concerns the devotion to the Immaculate Heart of Mary. Lucia continues: "We raised our eyes to our Lady who spoke to us with tenderness and sadness: 'You saw hell where the souls of poor sinners go. To save them, God wishes to establish in the world the devotion to my Immaculate Heart. If they do what I will tell you, many souls will be saved, and there will be peace.'

"The war is going to end. But if they do not stop offending God, another and worse one will begin in the reign of the next Pope (Pius XI).

"When you shall see a night illuminated by an unknown light, know that it is the great sign that God is going to punish the world for its crimes by means of war, hunger, and of persecutions of the Holy Father.

"To prevent this I come to ask the consecration of Russia to my Immaculate Heart and the Communion of reparation on the first Saturdays. If they listen to my requests, Russia will be converted and there will be peace. If my requests are not heard, Russia will scatter her errors throughout the world, provoking wars and persecutions of the Church. The good will be martyred, the Holy Father will have much to suffer, various nations will be annihilated."

Father Buck is a member of the faculty of Montezuma Seminary, Montezuma, New Mexico. Prior to 1958 he taught for years at De Nobili College and the Papal Seminary, Poona, India. He is active in scripture studies, his specialty being the Old Testament. A contributor to *Homiletic and Pastoral Review*, he is author of a book to be published on the prophet Osee.



Third Remains a Mystery

In the original text, there follows here the third part of the secret which still remains a mystery. In 1939, when Lucia was sick and in danger of death, the Bishop told her to write out this final secret. The sealed envelope which contains this last secret of Fatima will be opened in 1960 or at Lucia's death, whichever comes first. What terrible secret is contained in that closed envelope? Until now nothing has been revealed except that it means sorrow for some and joy for others.

Some time ago it was stated that Sister Lucia had made additional prophecies in connection with the year 1960: "The Blessed Virgin is very sad because no one heeds her message, neither the good nor the bad. God is going to punish the world, and very soon. In 1960 the chastisement of heaven will come, and it will be very great. Many nations will disappear from the face of the earth, and Russia will be the instrument of chastisement."²

This newspaper report stems from a conference given by Father Augustin Fuentes, a Mexican priest. Fr. Fuentes interviewed Sister Lucia on December 26, 1957. After his return to Mexico he gave a special conference in Spanish on May 22, 1958, at the Mexico Motherhouse of the Missionary Sisters of the Sacred and of Our Lady of Guadalupe. The conference of Fr. Fuentes was published in *Fatima Findings* of June, 1959, in an authenticated translation. When later a controversy arose, due to a report propagated by the N.C.W.C. News Service, *Fatima Findings* carried the following notice: "Perhaps some are too concerned over 1960. That, like 1959 and 1961, is in the keeping of Divine Providence. It is not for us to know the times and dates which the Father has fixed by his own authority. We do not think that either Father Fuentes or Sister Lucy meant to predict the imminent end of the world. Both deny that such was their intention and it seems unfair to attribute to them such statements."³

This statement of *Fatima Findings* imposes itself by its sobriety and good sense. Too much sensationalism has been brought into play in order to draw attention to this secret of 1960. Some spoke of 1960 as the "Zero-Hour" for peace or war. Others announced that 1960 will bring "the showdown." The secret of 1960 was not meant to fill us with fear and apprehension, but rather to exhort us to a true devotion to the Immaculate Heart of Mary, to a spirit of personal penance and general reparation. "Many souls are lost because there is no one to pray and make sacrifices for them," complained Our Lady of Fatima in 1917. This is still true. Such an attitude agrees also with what Cardinal Manuel Concalves Cerejeira of Lisbon had to say: "The two parts of the secret already revealed entitle us to conclude that the third part, still hidden, will tell us how in this extraordinary hour God has placed the salvation of the world into the devotion to the Immaculate Heart of Mary."

The year 1960, however, brings us not only the last secret of Fatima, it also gives us the opportunity to

examine anew our attitude towards Fatima. May it be said at once that the apparitions of Fatima, the miracle of the sun, the message of our Lady, the secrets, belong in the sphere of private revelations. The divine Revelation, on the other hand, which is contained in the Sacred Scriptures and in the Apostolic Tradition transcends by far all private revelations. This divine Revelation was concluded with the death of the last Apostle. In the decree, *Lamentabili*, St. Pius X condemned the following proposition: "Revelation which constitutes the object of Catholic faith was not completed with the Apostles."⁴ The Church, therefore, does not wait for new revelations. And private revelations do not form a constituent part of Catholic faith.

But did the Church not add new dogmas to the deposit of faith? Whenever the Holy Father speaks *ex cathedra*, as he did defining the Immaculate Conception and the Assumption of the Blessed Virgin into heaven, he only determines a truth which is already contained in the deposit of faith. The Supreme Pontiff is in such a moment assisted by the Holy Spirit not to pronounce a new revelation, but to propose in a more explicit form for our better understanding a truth already contained in the revealed deposit of faith. Such a dogma, solemnly defined, requires, therefore, an act of Catholic or divine faith.

May We Ignore Private Revelations?

Since private revelations never reach the dignity of the divine Revelation, may we simply ignore them? By no means. The Church shows us the way by either approving or condemning private revelations and the marvellous phenomena which accompany them. For the Church has the power to determine precisely the mandate given by Christ: "Then if anyone say to you, 'Behold, here is the Christ,' or 'There he is,' do not believe it. For false christs and false prophets will arise, and will show great signs and wonders, so as to lead astray, if possible, even the elect" (Mat 24, 23-24).

It is, therefore, the right of the Church and even her duty to warn the faithful against a doctrine which erroneously claims to be revealed, and to hinder them from visiting a place which falsely pretends to be miraculous. The faithful, for their part, are bound to accept such a verdict of the Church. But let it be remembered that too great an incredulity in these matters can be just as dangerous as too great a credulity. The Church, of course, does not wish to cover God's marvellous dealings with oblivion, but she wishes us to be on the alert in order to discern what comes from God and what might come from God's and our enemy. The Church is the enemy of false private revelations and of false miracles.

Recall Degrees of Approval

As for Fatima, its apparitions and its message, we have the definite approval of the Church. But before we state the exact nature of this approval, it will be helpful to recall the various degrees of approbation

which the Church may give in such matters of private revelations. Fr. Nicolau distinguishes four possible degrees of approbation.⁵ He declares that private revelations cannot receive canonical approbation by the Church, since such an approval is reserved for the divine Revelation only. Private revelations, however, may be approved by a "permissive approbation," if permission to read them, for instance, is given. They may even receive a "negative approbation," inasmuch as the Church testifies that they do not contain anything against faith and morals. The third degree is the "solemn negative approbation." Fr. Nicolau refers us to the case of beatification, when the Church declares that the writings of the servant of God to be beatified contain nothing against faith and morals. Lastly there is the "positive approbation" when the divine origin of a certain private revelation is clearly stated.

In the case of Fatima the Church gave not merely a "permissive" or "negative" approval. In official documents the Church spoke of Fatima and even complied with the demands of its message. In doing this the Church gave her "positive approval" to Fatima and its apparitions. Pius XII, as head of the Church, paid heed to the message of Fatima and consecrated the Church and the world to the Immaculate Heart of Mary.⁶ In this context Roschini reports: "In 1942, during the jubilee celebrations of the Fatima apparitions, the Portuguese Episcopate once more submitted a supplication to the Holy Father, asking him to consecrate the world to the Immaculate Heart of Mary. The Holy Father judged it 'opportune, even necessary'—as he himself told me—to pay attention to the supplication and to consecrate the world to the Immaculate Heart of Mary, on the occasion of the closure of the 25th anniversary celebrations of the Fatima apparitions. . . ."⁷ On October 31, 1942, in a radio-message to Portugal, Pius XII consecrated the Church and the world to the Immaculate Heart of Mary. Cardinal Tedeschini, the papal delegate on that occasion proclaimed it openly that this consecration by Pius XII was a formal recognition of the authenticity of Fatima's message.⁸

A Further Approbation

If the Holy Father had not been convinced of the supernatural origin of the Fatima message, would he have dared to risk before the whole world his prudence, even the very authority of the Church? Pius XII gave yet a further approbation to Fatima when he consecrated Russia on July 7, 1952, in a special way to the Immaculate Heart of Mary.⁹

It is true that the Church even in her "positive approbation" of Fatima does not compromise her infallibility, since she presents Fatima and its message only as worthy of human faith. But the Church, indeed, guarantees with her prudence and authority for the truth of Fatima. In the case of such a "positive approbation" a Catholic may not withhold his assent. We act, therefore, in the spirit of the Church, if we not only accept Fatima and its message, but also strive for

a true devotion to the Immaculate Heart of Mary.

⁵ Cf. William Th. Walsh, *Our Lady of Fatima* (Image Books, 1954), pp. 80-82. Louis Gonzaga da Fonseca, S.J., *Maravillas de Fatima* (Editorial Diffusion, Buenos Aires, 1946), pp. 30-31.

⁶ *The Denver Register*, May 24, 1959: cf. *America*, July 4, 1959, p. 490.

⁷ *Fatima Findings*, September 1959, p. 5. (Published by Reparation Society I.H.M., Baltimore, Md.)

⁸ Denzinger: *Enchiridion Symbolorum*, No. 2021.

⁹ Fr. Nicolau, S.J., *Sacrae Theologiae Summa I* (B.A.C., Madrid, 1950), pp. 94-95.

¹⁰ A.A.S., 34 (1942), 324-325.

¹¹ Gabriel M. Roschini, O.S.M., *La Madre de Dios*, II (Madrid, 1955), p. 748.

¹² cf. also Ed. Dhanis, S.J., "Sguardo su Fátima e bilancio di una discussione," *La Civiltà Cattolica*, 104, II (1953), 399.

¹³ A.A.S., 44 (1952), p. 511.

Giving Direction to Education

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fection of man lies in conforming and uniting himself to the cause of all, God. Aristotle and his fellow pagan philosophers could not arrive at a true knowledge of God, and Aquinas says it is clear that these gigantic intellects suffered great anguish. Through the grace of Christ, continues Dr. Slavin, we not only can but must attain to eternal companionship with God. If our education does not make that goal attainable, it is a hollow mockery. At the same time Christian education does not ignore, but rather lends a spur to, the study of all things created.

How is the student to acquire such a God-centered education? Only through true education, and this true education consists, under the guiding light of faith and with the supernatural help of grace, in the acquisition of intellectual and moral virtues. "True learning," says Dr. Slavin, "must be carried over to the field of good living, for intellectual achievements and scientific accomplishments alone can never do the entire work in education." The Holy Father has told us that Christian education takes in the whole aggregate of human life, not with a view of reducing it, but in order to elevate, regulate, and perfect it. "The product of Christian education," writes Pius XI, "does not renounce the activities of this life; he does not stunt his natural faculties; he develops them and perfects them, co-ordinating them with the supernatural. He thus ennobles what is merely natural and secures for it new strength in the material and temporal order, no less than in the spiritual and eternal."

All true education must be focused upon the end of man. It cannot be a passive process because it must give the student clear-cut and enduring patterns of thought and action. Such an education, writes Dr. Slavin, does not draw man away from the world, but sends him into the world with a developed mind, elevated by the ultimate and unerring view of faith.

The Christian educator does not profess to have the answers to all educational problems, but he knows that he cannot fulfill the aims of education by cramming

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Operation—Reading

AFTER GRADUATING a first senior class, it was possible to study our strength and weakness with greater certitude. Certainly we had tried to motivate our students in preparing them for college. Most assuredly we had increased interests in the fields of science and mathematics. Likewise, we had established a firm footing in requiring four years of English for graduation. But after all our quiet plaudits in recognizing our achievements, an overall picture gleaned from testing, CEB tests and others, proved that comprehensive reading was a vulnerable point. The line of least resistance would have been hopefully to say they will improve or to shrug our shoulders in quiet indifference. But educators, nation-wide, are not made of that caliber. Here was a problem, a challenge; let's meet it.

Hearing of a successful reading program developed elsewhere¹ we decided that a like program could be developed at Sccecina. Naturally, we had to meet general observations from teachers in the field and otherwise interested observers. The students would object, they would be bored, they needed the study, parents would not understand. To all of which we turned a deaf ear. Practically, though, we did face not the imaginary but the real problems of time, place, books, procedure, all of which we tried to meet fairly and squarely.

Time

Our enrollment numbered approximately 1200 students with the working day divided into eight periods. Because of transportation, state requirements, and limitation of faculty, it would have been impossible to add any additional periods. After serious thought and pertinent discussion we concluded that the best solution would be to introduce a reading period into the study period. Naturally we were faced with the problem of finance, but alternating the reading and the study would reduce the number of books needed at

the present and would also allow the student some variation. This seemed to be the most adaptable plan and also eased the "something new" into the more traditional study period routine.

Place

Study periods are scheduled throughout the day and ordinarily present no problem with regard to place. However, the reading period involved the question as to a place for the books. The library proved the most adaptable to the situation, especially since books were selected according to personal choice. They could be replaced and again obtained each day at the assigned period without any undue disturbance or transportation problem. Since in some periods more students were assigned to study than could be accommodated in the library, we selected additional rooms wherein a well-visioned architect had used forethought in providing storage space. These students then were allowed during the first day of their reading period to go to the library and select the book of their choice and then keep it in the assigned room.

Books

Finance in all Catholic schools will ever prove the greatest problem. Possibly, that is why all our achievements seem so outstanding that with so little, we achieve so much. The cost of books is tremendous. The Mother's Club was most gracious in giving financial assistance. Both the reverend principal and the parents realized the value of the project and gave ready assent to help financially. They hopefully adopted a "watchful waiting" in the payment of intellectual dividends. The initial outlay was the determining factor in alternating the reading and study schedule, for by so doing, only one half of the enrollment would read at the given time. We tried to introduce books that would whet the appetite of reading and so advance a desire to read the greater and the better books.

Procedure

Besides having a reading list of required books for a given grade, each student was free to select his own book. A minimum of two books was required for each grading period and a test was given at the completion of each book. This test, especially geared to compre-

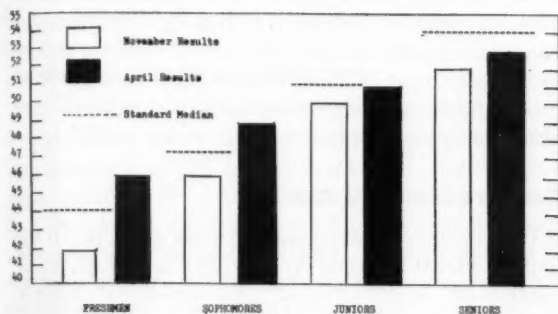


Sister Hortense is directress of studies at Sccecina Memorial High School, Indianapolis, Ind., a coeducational school of enrollment of 1300. Prior to that she had been principal of Our Lady of Angels High School, Cincinnati, from 1945 to 1953. She is a graduate of Catholic Teachers' College, Cincinnati, and has a master's degree in education from the University of Cincinnati.

¹Brother Robert, "A Program of Wide Reading" in *The Catholic Library World* (Wisconsin: Catholic Library Association, April, 1958), pp. 361-372.

hension, also included new words noted by the reader and the ability to apply the use of these new words. The tests were checked and the grades filed, which was also included in the students' English grade. •

Early in October we justified our need for a reading program when the results of the Reading Comprehension test² were noted. Not to our surprise, but rather adding to our conviction, was the fact that we were 1 per cent below the median. The profile of each class may be noted in the accompanying graph. The follow-



ing April we noted improvement when a similar test was given. Each class showed improvement. The freshman and sophomore classes were two points above the standard median, the juniors met their median and the seniors were one point below. As the graphs indicate, the freshmen are four points higher than in November, the sophomores three, and the juniors and seniors each advanced one point. While not an alarming improvement, we felt that over a period of years growth would continue.

A discussion of the reading program at Scecina Memorial High School was held in the junior English classes. The following is a copy of the outline which was used.

THE READING PROGRAM

I. Its Purpose

- A. Why should high school students read better?
 1. essential for learning
 2. too many cannot read well enough and understand what they read
 3. better preparation for after high school, college, work
 4. helps personal and social development

B. How can a reading program like ours help?

1. provide practice
2. sets aside a special time for it
3. provides reading material
4. demands concentration
5. tests comprehension
6. increases vocabulary
7. entices others to read—"reading is contagious"

II. Its Achievements

- A. Has it helped your own reading?
 1. increasing your speed

2. improving your comprehension
3. making you more word conscious
4. broadening your knowledge in general
- B. Has it made you like reading?
 1. giving you an opportunity to read about the things that interest you
 2. introducing you to persons, places, and things that are interesting
 3. making you eager to read more
- C. Has it helped develop your personality?
 1. helping you digest the outstanding literary works
 2. making you familiar with authors and their style
 3. helping you understand people
 4. providing worthwhile topics for conversation

III. Its Defects

- A. Has it provided what you wanted to get from it?
 1. skill in reading
 2. increased comprehension
 3. general knowledge of a variety of subjects
 4. enjoyment
- B. Can you suggest some improvements for the program?
 1. its organization
 - a. time
 - b. place
 2. choice of books
 - a. required reading
 - b. list of suggested books
 - c. free choice
 3. testing program
 - a. subjective vs. objective
 - b. enough room for expression in present system

Pupil Comments

In answer to a question included in the senior questionnaire concerning various activities and phases of student life, most interesting data was accumulated. The question was—"How did the reading program benefit you?" Naturally, there was not a total agreement as to the benefits; some made no comment. But of those who did and were in accord with our thinking, here were some of the comments:

"It helped me to learn many new words."

"It has increased my reading speed and my vocabulary."

"I learned to know more and more about people."

"It gave me a chance to read many more books otherwise overlooked."

"I read deeper books, and it helps me think."

"It has made me concentrate on the things I am reading. I can better understand the books that I read."

"I have learned to appreciate and enjoy good literature."

"I am now most interested in reading; now I like to read."

"When school time is provided, reading is more enjoyable."

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² Test C³ Reading Comprehension—lower level. Cooperative Test Division, Princeton, N. J.

Personality Development in the Classroom

I. Maturity and Integration

"THE MOST IMPORTANT THING to realize about the nature of human nature is that most significant ingredient in its structure is love. The church has long recognized this; scientists are beginning to realize it; but it will be the educators of the world to whom the task will fall not only of explaining the nature of love but of teaching its meaning to the citizens of future generations. When that time arrives, we shall for the first time in the history of the Western World have truly educated human beings among us."¹

When Ashley Montague penned these words he was giving expression to some very profound truths on the significance of love, on the keen insight of the Church over the centuries, and on the great role of the teacher in the future of mankind. This last observation is one that is calculated to make the educator think twice about himself, assigning to him as it does the vital role of communicating love to the generations of the future. It certainly merits some serious consideration. In some respects we can say that it contains nothing really new, but in other respects it does mark a great step forward in appraising the true significance of the teacher in the development of personality.

In the vast majority of treatises on the teacher's function in the classroom attention is called to his or her task of imparting knowledge. This is as it should be, of course. Sometimes, especially in Catholic schools, the teacher's role in the development of character is also given its due consideration. But unfortunately the true depths and extent of the pedagogical influence are seldom brought to light. As a consequence, many valuable days have sped by without pupil or teacher realizing the full import of their classroom experiences, or mankind reaping the rich fruit of this interrelationship. Aware as I am of these facts, as well as the growing responsibilities that are being handed over to the schools, I would like to share some thinking along these lines in this and a subsequent article.



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We must begin with a picture of human nature, since any theory of education and love must build on a theory of man. Because of the space limitations, however, we shall be able only to highlight the complex issues of maturity and integration, two concepts that go to the very heart of the question of personality structure and development. Subsequently we shall focus our attention on the interpersonal relationship itself.

Compare Man to a Car

We can compare every man to a car going down the path of life. It is riding on four wheels: the physical, intellectual, moral-spiritual, and emotional wheels. These, you see, are the four phases of the human nature and personality that must be set straight if we are going to succeed in bringing this nature into a rich, creative, and supernaturally fruitful relation of cooperation with God's graces. Corresponding to these four wheels are the four maturities that must be developed in a man to enable him to effect that cooperation: physical maturity, intellectual maturity, moral-spiritual maturity, and emotional maturity. We might add too that in our car analogy the physical and intellectual wheels are in the front, because it is upon these two that the nature depends, as it were, for its guidance; the moral-spiritual and emotional wheels, on the other hand, are in the back, since it is they that supply the person with his drive and power.

Tends to Swerve

As we drive along we find, much to our annoyance and deepening concern, that our car tends to swerve right and left, at times indeed even threatening to head into the ditch. So often does this happen that we are forced to get out and see what is wrong. Thus we examine the physical wheel—only to conclude that it is not half bad. (The truth is, that most of us do enjoy good health most of the time even though we are reluctant to admit it.) Nor is the intellectual so unsatisfactory, despite sputnik, lunik, and a million other things. To give the past its due, our public and parochial schools have turned out some mighty brilliant people over the years despite many handicaps. It is hardly fair to label them failures without a hearing. And so we turn to the moral-spiritual wheel. Here we seemingly have uncovered the source of our trouble, and there are many who rest satisfied once they have issued forth with a scathing denunciation of our turpitude. Generalizations of this sort help but little, however, and can scarcely be considered an aid to understanding. It is

extremely superficial to analyze everything in terms of moral failure. Actually there is a lot of great effort, physical, intellectual, moral and spiritual effort, going into our homes without the results to show for it. However, having made our analysis of what we deem the significant factors in human nature to account for its obvious failures, we get back into our car and drive away.

But lo and behold! it swerves again. Now we are dumbfounded! And well we should be, for we have completely overlooked the fourth wheel: the emotional factor. At least we have given it scant notice.

Superficial, Occasional Deference

To be sure, others have thought about it. Sigmund Freud, for instance, once made this observation: "We remain on the surface so long as we treat only of memories and ideas. The only valuable things in the psychic life are, rather, the emotions."² This is a tremendous statement, and one that no thinker, to say nothing of a Catholic thinker, would agree with. However it is interesting to see a man of Freud's proportions term emotions the only significant thing in the psychic life, on the one hand, while we, on the other, see fit to pay them only superficial, occasional deference. With the exception of our very inadequate guidance programs and our slight acknowledgment of the emotional factor in given instances, we are only vaguely cognizant of the dynamic impact they wield in the ordinary classroom setting.

The fact is, that we must come to grips with the fourth wheel as honestly and fully as we have come to face the other wheels. We must come to realize the dynamic role that emotional maturity and immaturity play on the educational scene, and see them functioning before our very eyes in the classroom. At present very few can be said to have this appreciation, especially on its deeper levels. Not that it is so impossible to perceive the emotional factor at work, but simply that we have never been made sufficiently conscious of its presence or its power.

Valuable Insights

Modern science, of course, is changing all this, but we must avail ourselves of its valuable insights. From the field of psychosomatic medicine we have come to see that the emotions can actually induce and prolong real, physical sickness in a person. From classical psychiatry we have learned that conscious and unconscious disturbances can be responsible for many bizarre and irrational judgments and cloudy thinking, and at times render a person unable to comprehend reality at all. It is becoming apparent too, as Karl Stern indicates in his *Third Revolution*, that the emotional factor can figure significantly in many and sundry religious conflicts. All of which proves that the maturity of which we speak is a matter of utmost concern to every man, and especially to the teacher whose responsibility it is to develop the child entrusted to him.

The more we ponder these facts the more we come gradually to see that they are truths of which we were dimly aware all the time. We always knew that emotions played some part, but we never realized how powerful they were in the life of the so-called normal person. Be that as it may, there is no reason for us to perpetuate this regrettable situation, or to delay taking advantage of the understanding that we can now have. Many of these psychological appreciations can be employed right now and to great advantage. Nor do I see any reason for surprise or alarm. We need only to ride on a flat fourth tire to see what air can do for a car. Recognizing this fact and doing something about the emotional immaturity that has been thwarting us may lead to some remarkable surprises.

Clarifying the Picture

At first glance we may seem to be complicating the picture, but actually we are doing nothing of the sort. If anything, we are clarifying it, by giving to the emotional factor its proper place. It is merely a question of obtaining an understanding of the whole man, including those very dynamic forces within him that can affect his health, his mind and his spiritual advancement. For that matter teachers have always been conscious of a pupil's intellectual growth; they have come to appreciate the importance of his physical health; we have always shown concern for his moral and spiritual advancement. To complete the picture they need now to see this fourth maturity for what it is: a vital, dynamic factor in the student's development. If anything, this whole view (if you will, this existential view) of man will make the teacher's assignment much easier, for it will enable him to deal with the full human reality, not just three-fourths of it.

In his study, *The Mature Mind*,³ Harry Overstreet calls the maturity concept the challenging concept of the twentieth century. Valuable as his observations are, they leave something to be desired. Actually there is not just one maturity or even two; there are four, as we have seen above. And the task of the educator, being as it is the development of these four maturities, can best be described in terms of integration. This is the key concept in the whole issue of personality development, and one which is gradually emerging as the most valuable of all psychiatric concepts. It expresses beautifully and clearly the purpose of all our efforts; for when the four maturities are developed in a person, when all his resources (chemical, intellectual, emotional, and moral) are perfected and available, then he can function as a unit, as an organized, synthesized whole, as an integer—and not at loggerheads with himself. And then, too, we shall witness some very effective cooperation with God's graces, since it is the integrated person who can truly and fully respond to God's promptings without being thwarted by his own inner disorganization. Since the fall of our first parents, mankind has functioned without the praeternatural gift of integrity, and has had to acquire whatever measure of integra-

tion it could. In due time our growing understanding of this concept and its many implications can lead to some amazing results.

Integration Not Equated with Emotional Maturity

I am not trying to maintain even for a moment that the concept of personality integration has never before been broached. Actually it is found throughout all psychological literature, though its meaning is ever obscured. Some psychologists and psychiatrists would make it synonymous with emotional maturity, but erroneously. It is a far more comprehensive concept than mere emotional maturity; there is more to man than his emotions. Nor can it be reduced to a matter of mere chemical balance, as some materialists would have it. There is more to man than a body. The same thing could be said of the classical idealists who reduce man to a mere mind. Even those psychiatrists who would consider the physical, intellectual, and emotional phases of man are handicapped by an inadequate concept of integration. No picture of man that forgets the moral and spiritual strivings and potentialities he has can be called complete. But since those in glass houses should not throw stones, we must hasten to admit that our own understanding of man has not been adequate or integrative enough, since we have emphasized only the physical, intellectual and moral factors while thoughtlessly overlooking the growth potential of his emotional powers.

In short it is imperative that we realize the principal weakness in our past and present efforts, and that we clearly see the goals towards which we are aiming in the future. Since the educational efforts of the past have not been sufficiently cognizant of emotional maturation, we must make provision for such development in our educational picture. I say this, fully realizing that the ultraprogressives of days gone by went overboard in their attempts to let the child set his own pace. Unfortunately their concepts of maturity in general and emotional maturity in particular left much to be desired. However, despite our need for greater appreciation of the emotional factor in human development, we must remember that it is personality integration at which we are aiming—a concept far more reaching and important than mere maturity of whatever kind. And finally, since we are ultimately concerned with our supernatural destiny, begun on earth and fulfilled in heaven, we must be ever intent on the glorification of God by His adopted sons. This, as we know, is the final aim of all Christian education—and only in this will man experience his greatest happiness. True as this is, though, it hinges on the matter of integrating our human natures and personalities. A personality that is unintegrated or disintegrated is capable of rendering to God very little glory; that is, real, genuine formal glory of which the theologians speak. Yet this same person now integrated can perform wonders for God and himself.

Needed, New and Bold Thinking

It is evident from what has been said thus far that there is required much more new and bold thinking if we are to meet the challenge of the future. Assuming Montague's observations are correct—that the teacher will prove to be the key figure of the future—then the teacher must become conversant with the heights and breadth and depths of the human nature with which he is dealing. Only when our pedagogues are fully acquainted with all basic phases of man and understand how to bring out the integration of which we have spoken, will they be able to fulfill their destiny. And for the Catholic teacher, whose understanding must comprise many theological insights and appreciations, it is doubly imperative that the thinking be clear and sound.

The above study does not pretend to be exhaustive or final. It is simply an attempt to bring some order and perspective into a picture whose confusion has been confounded by the tantalizing issue of emotional maturity, about which we hear so much today. We dare not overlook or slight it any longer; nor dare we make it our main preoccupation.

In our concluding article we shall develop this thinking a bit more, showing how it is all built around the burning question of interpersonal relationships.

¹ *Meaning of Love* (New York, N. Y.: Julian Press), p. 22.

² *Delusion and Dreams* (London, Allen & Unwin, 1921), p. 159.

³ W. W. Norton Co., 1949, p. 41.

Giving Direction to Education

(Continued from page 429)

students' minds with mere facts, by making poll-parrots out of young men and women, by filling their school days with a variety of subjects that enslave rather than free them.

He knows that a purely naturalistic education does not lead man to achieve his destiny. No man is truly educated who does not have a scientific grasp of his faith. "He must possess the science of theology," declares Dr. Slavin, "that science which consists in an unerring knowledge of the faith and in the trained ability to apply those principles correctly." This science is the integrating subject matter and the sole means by which men and women are trained for a world which stretches into eternity. All other sciences are subordinate to theology, and it bears the title due to the highest of sciences, the title of wisdom.

Any and all obstacles should be overcome, concludes Dr. Slavin, in order that means be taken to carry out our avowed aim by giving students an opportunity to drink from the pure waters of wisdom. The educated Catholic is an apostle who cannot fulfill his appointed task without the science of theology. "In a world in which science is the rallying cry, in which men have come to feel that they must live or die by science, the Church offers the saving science—the science of theology."

The Flaw in Hamlet—Again

INCREASINGLY MODERN SCHOLARSHIP is coming up with amazingly simple analyses of literary masterpieces which for years have kept the best minds of the world pondering. The tendency today is universally to believe the poet meant what he said and to find in the world's masterpieces eloquent statements of truth simple and profound enough to yield both peace and endless wonder. In the English writings, all of the Christian era, the greatest works—we are coming to see—are built upon and eloquent of "Christian" truth, a fact which the works themselves yield when they are read not as statements of a thesis but as works of literature.

One illustration of this fact—that the key to a meaning in English literature is often the understanding of a "Christian" truth—was stated for the literary scholars some years ago when A. S. P. Woodhouse, writing in a 1949 issue of *English Literary History*, said that the key to the *Fairy Queen* is found in an understanding of the relationship of nature and grace in the formation of the Christian gentleman. Woodhouse, by examining the imagery of Spenser's impressive work, found that the intervention of King Arthur in the various heroes' undertakings seemed to stand for that intervention of grace necessary for true heroism in human life.

And then there is *Hamlet*.

Same Key Will Fit

In the following paragraphs, I would like to venture to say that the same key will fit what some people fresh with the exuberance of a recent reading term the world's greatest drama, if not the world's greatest literary work.

I have just completed this year's study of the prince, and the battered volume of *Five Plays of Shakespeare* stands again in its place on the shelf. With *Gulliver*, with *The Rape of the Lock*, with *David Copperfield*, there are accompanying notes which next year will help organize the approach to those perennially alive works. But *Hamlet* stands alone. This year's notes are dust in the incinerator. But because in April, 1951, THE CATHOLIC EDUCATOR printed my attempt to find its meaning, I should like to say what was in the play this year and to suggest that something essentially simple for the Christian lies at its heart.

"Never write a *Hamlet* paper without immediately re-reading the play from start to finish," a Shakespeare professor once said. "The whole is greater than any part and will prevent you from making mistakes which may come from too isolated a study of the parts."

But I dare not re-read the play before starting this. For at the moment it is quiet and silent on the shelf and I think I know what it is about. Each year, it seems to me, underlines one conviction: the teacher of high school or of undergraduate college literature must be prepared to give some definitive statement about *Hamlet*. It is well and good for graduate students to know that a piece of art is larger than analysis, that there will be time for decisions and revisions, but from several angles it seems dangerous for the teacher of college sophomores (or high school seniors) to leave students believing that she has not herself arrived at a conclusion. It is dangerous lest the student come to think there is no meaning to the play. And more immediately perilous is it lest the student come to the conclusion which one of mine reached this spring. We had been studying *Hamlet* for ten exciting days when a proposed student tour of the nation's capital caught me up in its whirl as chaperon. One of the students staying behind remarked cheerfully: "Sister, I hope you get to the Congressional Library. Maybe there'll be more books about *Hamlet* there and you will find out what it means."

Saying It Through the Students

Now that the book is tongueless on the shelf and the sweet prince has gone to rest, I feel comparatively safe in saying what the play means this year. Besides, I say it through the students.

It is true that some of them cluttered up their papers with statements from the books our library does possess: "Hamlet conforms to no aesthetic standards," said one of them meaninglessly. "I read that were Hamlet to have existed in the flesh he would have been put in a psychiatric ward. Why try, then, to analyze one who should be only psycho-analyzed?" wrote another. "I liked Hamlet at first but cannot forgive him for conducting such wholesale slaughter," commented another. Through such half-truths we went until we concluded safely within our own four walls that Shake-

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speare is too great a dramatist to make an insane man the subject of his greatest play on the nature of man—depriving him by a cruel joke of that which makes him man. And, did Hamlet really conduct wholesale slaughter? Did he know what we know, that Rosencrantz and Guildenstern—abbreviated to R and G to save time in class discussion—are innocent, if stupid, instruments?

Cautious Paper—Careful as Hamlet

But there was one careful, plodding, reflective, cautious paper—as careful as Hamlet—which gave the key to this year's interpretation. (No key had been "dictated." We had requested that for excellent work they use no references; as a class we had hoped to find the key as Shakespeare tossed it in.) This paper said:

"There is one point, it seems to me, at which the reader must part company with Hamlet and this parting should be, it seems to me, a danger signal. We trust the ghost as he does, rejoicing when he says: 'Unhand me! By heaven, I'll make a ghost of him that lets me!' We are troubled at the conduct of Ophelia, but so is he. We are one with him, though disturbed as he is, during his interview with his mother. We even understand that Polonius was 'a wretched, rash, intruding fool,' listening in on the conversation of Hamlet with his mother, and therefore as tragic as he is pathetic. But at the point wherein he refuses to kill Claudius on the grounds that the king may go to heaven, we part company.

Reluctance for Different Reasons

"We could share with him reluctance to kill a man at prayer, but our reluctance would be for different reasons than the one he offers. It would have taken high fortitude to say: 'You have committed a crime against Heaven and the state of Denmark. Prepare your soul for death and your Maker. I execute you in the name of the state of Denmark and as its rightly constituted authority.' Claudius would have welcomed this solution to his problem. He would have gone to God in the best spiritual condition he enjoys in the whole play—begging for the contrition he cannot obtain of himself. Polonius is still alive; Ophelia is sane; Hamlet is still loved by the distracted multitude. Horatio would come forward to testify; the evidence of Claudius' distraction in the play is still fresh in the minds of the court. This is the moment in the play when a happy ending is most possible. Such reasoning on the part of Hamlet would not have tainted his soul.

"The play, of course, would have ended here, had Hamlet so reasoned. Hamlet's refusal here to avenge his father leads to all the other catastrophes in the play, although it does not give to Hamlet the *responsibility* of them all. (This tragedy is Claudius' tool!) Actually, his refusal deepens the play's ultimate tragedy, making Hamlet at least partially responsible for the soul of Claudius, who dies indeed later on without remorse, directly accountable for Hamlet's and indirectly for Gertrude's and Laertes' deaths.

Recognize Reasoning as Wrong

"For all these reasons it seems to me that in the prayer scene Hamlet makes his first moral mistake of the play and that here, therefore, is the evidence pointing to his 'flaw.' Any Christian would recognize his reasoning in this scene as wrong. The conclusion, it seems, is then that *Hamlet* is not a 'problem' play but a tragedy. I would suggest that the hero's very yen for perfection is the crucial bent of his character. He has the opportunity in Claudius' moment of prayer for the truly 'perfect' revenge—the Christian execution of justice at a moment when the Christian is repentant. But Hamlet's yen for perfection sours, turns to its opposite. He wants the complete revenge in the diabolical, not the Christian, sense. The climax to the play is, I believe, in the revelation by the play within the play of Claudius' guilt. But the 'flaw' is the yen for perfection 'soured,' or as the ghost would have said, 'tainted.' Could I be right?"

Boy Finds Unifying Thread

I have re-arranged the wording a little as I typed. But otherwise, here, painstakingly, without benefit of the centuries of *Hamlet* criticism, a 20th century boy had found, I thought, a clarifying, unifying thread through *Hamlet*. It avoids the distraction of figuring whether the ghost is to be trusted. It accepts the play on Shakespeare's terms, implying he plays no tricks with us by presenting a hero whose major problem is deciding how to work a problem it was never fair to give him. The explanation leaves one with the belief that Shakespeare's greatest play—filled with his most eloquent and complete statements on the meaning of man, on life and death, on nature ("this canopy fretted with golden fire"—still the finest metaphor in literature on the night sky) is more than the meeting place of fragmentary bits of truth. It makes up a great tapestry of its own. The desire for the perfect is man's most intrinsically human desire. That Shakespeare should give it to a character and then let the characteristic slip in his hand, turn by his own fault to a dagger destroying him and his world, seems true to the playwright's genius. The delicacy with which man's very love of perfection must be manipulated in this imperfect world fits as theme in Shakespeare's greatest play on the nature of man.

Worthy of Record

I am aware that many of these statements have been made in whole or in part before. But that they came in a unit out of a sophomore survey class seemed worthy of record. I write them down quickly, quietly, not daring to look at the five acts of *Hamlet* on the shelf. With this analysis in mind, the play is whole, integral, worthy, for another year. What will next spring's class reveal? In the meanwhile, "Rest, rest, perturbed spirit!"

Speech Handicapped Children

IS THERE ANYONE who is more aware of the importance of good speech for normal adjustment than the classroom teacher? In her work of teaching others, she has often seen that there are many children who find communication difficult or impossible. She has observed that this barrier to communication leads to poor social development and frequently to frustration. She realizes that speech handicapped children, who comprise about 10 per cent of the school population, need help; however, where there is no speech therapist in the school, the responsibility of helping the defective in speech rests largely upon her.

Certainly the classroom teacher cannot be expected to be a specialist in the diagnosis and correction of speech problems; but there are certain fundamental things about speech defects that a teacher can know and do. The scope of this article is the presentation of basic knowledge concerning speech problems that will help a teacher understand the defective in speech; also, ways are proposed by which the teacher can use this knowledge to help the speech defective child and to advise other teachers and parents in their regard.

Types of Problems

1. The classroom teacher would find it helpful to be able to recognize the symptoms of the most common types of speech problems found in the school population. By recognizing the main types of speech defects and their characteristics, teachers can distinguish between actual speech and other problems such as poor reading, bad grammar, and mispronunciation, which are often confused with defective speech.

Speech problems which are common among school children are those of articulation, voice, and stuttering. The most prevalent speech disorder is that of articulation which is characterized by the substitution, omission, and distortion of sounds in oral communication. In problems of omission, a sound is not used at all in those words in which it occurs, such as saying "ee-aw," "it," and "ye" for "see-saw," "sit," and "yes." A problem of distortion would be one in which sound is made indistinctly or in a muffled manner. Substitution errors would be those in which one sound is used instead of another as the "t" for the "s" in words such as "sit," "song," and "see." Children with articulatory disorders usually present a combination of all three types involving one or more sounds. Voice problems are defects in the quality, intensity, or pitch of the voice. Voices which are either harsh, nasal, excessively high- or low-pitched, too loud or faint may be said to be defective.

A rhythm or stuttering problem is one which involves hesitations, repetitions, and prolongations of sounds, syllables, and words and the individual's reactions to his own hesitant speech. These reactions to the speech disruptions are usually manifested by increased tension in the speech musculature and facial and bodily movements.

Physical Handicaps Related to Speech Symptoms

Certain physical handicaps such as cleft palate, cerebral palsy, and impaired hearing usually produce one or more of the above speech symptoms. A cleft in the palate or roof of the mouth permits the air to pass unhindered through the mouth and nose cavities; thus the speech of the child with such a problem is characterized by excessive nasal resonance and nasal emission of air. In addition, because of the alteration in the relationship between the speech articulators in cleft palate, speech sound production is also often defective. Although there are different types of cerebral palsy, in general, the speech of an individual with such a disability may be described as thick, jerky, and labored. A child with a hearing impairment will produce sounds just the way he hears them. Hearing impairments differ in degree and type which in turn influence the severity and type of speech problem. The age at which the hearing loss was sustained will also affect the degree of speech impairment.

A speech defect is frequently interpreted to be indicative of mental retardation. Although most mentally retarded children have speech problems, it is not correct to conclude that all children with speech problems are mentally retarded. The fact is that the majority of speech defective children are within normal limits of intelligence.

Psychological Effects

2. The teacher would find it helpful to understand

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True-to-life setting for speech stimulation and improvement is created by dolls, furniture, and house. Here, Kathy McMahon, senior speech therapist at Our Lady of the Lake College, tries to make the children in this pre-school group want to talk by making the speech lesson play-centered.

the psychological effects a speech difficulty may produce so that she can explain these to parents and other teachers. Generally speaking, a speech defect makes for increased feelings of inferiority, apathy, contempt, or rejection of others as well as antagonism toward others. A teacher who does not realize the source of the difficulty may penalize the student instead of assisting him to accept his problem and to make a satisfactory adjustment.

A speech problem may also cause an individual to withdraw into a shell of silence and to refuse to participate in class recitation. The teacher may take this withdrawal as an indication of a lack of ability or preparation and the student is given a failing mark in his studies. As a matter of fact, however, these very students may know the assignment well.

Suggestions to Parents

3. The teacher would help the speech defective student by making positive suggestions to parents and students with regard to the treatment of the speech handicapped individual. The speech defective student who is normal in every way except speech should be accepted and treated as normal and not with curiosity or pity. He should be encouraged to participate in speech situations that offer promise of success. He should be encouraged to volunteer at such times as he feels he can perform satisfactorily. The speech defective student should be encouraged to develop his potentialities in areas other than speech. An attempt should be made to include him in peer group activities so that he will have a feeling of belonging.

Causation

4. The teacher would find it helpful to understand

some of the various factors which may cause speech problems so that she can refer the speech defective student to the proper source of help. Some of the articulatory disorders, particularly those involving the "s" sound, may be related to defective hearing. If there are symptoms of poor hearing, the child should be referred to the school nurse or otologist for a hearing test. Except for certain types of nasality, there is always the possibility that voice disorders, such as chronic hoarseness or harshness, may have a serious physical basis. For this reason, students with such problems should be referred to a physician for proper evaluation.

There are some speech defects in which the difficulty is just one aspect of a complex psychological disorder (the high school girl who "thtill talks likes thith" because of the need to retain the security of childhood). If there is evidence that the problem is emotional in nature, the individual should be referred to a psychologist or psychiatrist. In all cases, the speech defective individual may safely be referred to a qualified speech therapist who in turn will make the necessary referrals.

Speech Environment

5. The teacher would help the speech defective student by providing a good speech environment in the classroom. One of the most fundamental ways a teacher can promote good speech in the classroom is by setting a good example in speaking. How many times have grade school children adopted certain mannerisms in articulation and voice in imitation of their teacher. A teacher's speech should not only be free from errors in the production of speech sounds but it should also have a pleasant quality. The problem of maintaining good vocal quality is one which some elementary school teachers will always have to face because of the ease with which a teacher's voice becomes harsh and

Phyllis Engbers, senior therapist at Our Lady of the Lake College, shows Jack how to make the "th" sound as Sister Mary Arthur, director of the Speech and Hearing Clinic, Our Lady of the Lake College, looks on. Mirror work is sometimes used in articulation therapy sessions. Also, a one-way mirror in the clinic offers students the opportunity to observe speech classes.



strident after a long day of talking, particularly when children are noisy.

A pleasant speaking environment should be created by the teacher. The penalty of nagging should never be placed on poor speech habits. On the contrary, the child with such habits should be given positive motivation to improve. Children should learn to enjoy speaking in front of the class and be taught to do it with ease. One of the best ways of developing poise in speaking is by having the children do it often.

A definite time should be set aside every week for the teaching of oral communication skills. Development of such skills in children should not be left to chance. How strange that we fail to include the teaching of speech in the curriculum when most people spend such a great part of their lives talking!

Direct Assistance

6. The classroom teacher would help the speech defective child by providing direct or indirect assistance in speech. Assistance to children with minor articulatory problems can be given without singling out these children from the group. Speech activities which are good for the speech handicapped child are usually good for all the children. First the teacher should determine which sounds are the most frequently defective among her group of children. This can be done by having the children read a list of words in which all of the sounds of English are represented. From these sounds she should select one which is made incorrectly by the greater number of children; on this sound she will place particular emphasis. A period of ear training will help the children form correct auditory impressions of the sound and will help them to distinguish it from other sounds which are very similar in acoustic qualities. Children cannot be expected to make a sound right unless they can hear what they are doing wrong. Games can be used in which the child listens for the sound in a series of words and either signals when he hears it, indicates the position of the sound in the word—beginning, middle, end—or distinguishes be-

Special equipment for making speech louder is very useful with the hard-of-hearing child.

Miss Mary Emge, clinic supervisor, asks the child to imitate what she hears.



Therapist Rose Lee Silva is helping this boy to evaluate the nasality in his voice by the use of the tape recorder. Recordings are made of each individual's speech at the beginning of speech therapy and throughout speech training so that progress can be determined.

tween the correct and incorrect production of the sound by the teacher. In this way, the children learn to listen actively to sounds as spoken by themselves and by others. It is helpful when working with primary children to aid them in the identification of the sound by associating it with something familiar to them, for example, naming the "ch" sound the "train" sound or the "s" sound the "snake" sound. The ear-training phase of correcting speech sounds may be closely integrated with the reading program, particularly with phonic training.

After practice in listening, the second phase can be introduced, that is, the children can be taught to produce the correct sound. The teacher shows the children how to make the correct sound in isolation at first; it then can be combined with other sounds in nonsense syllables and in words. If general classroom practice is insufficient for the children with problems, a little extra help in sound production will probably be all that is needed. Songs, games, and rhymes can be utilized in helping the children stabilize the sound in words and in getting them to use it consistently.

In dealing with the child who stutters, it is not wise for the classroom teacher to work directly with his speech. Because stuttering is a complex problem, it frequently can become worse if "treated" by a non-experienced person. However, if the child is a severe stutterer and is aware of his difficulty, he may be encouraged to speak about it objectively and thus release some of his emotional feelings and attitudes toward it.

A few suggestions may assist the teacher who has in her classroom a child who stutters. Do not criticize the child when he speaks. Overlook his interruptions. Do not help him with a word he cannot finish at the moment. Do see to it that the child experiences as much success as possible in speaking situations. Do be generous in the praise of special abilities shown by the child.

Choosing a **CATHOLIC COLLEGE** Series

MARYMOUNT JUNIOR COLLEGE

Arlington, Virginia

Marymount Junior College is a two-year Liberal Arts College for women conducted by the Religious of the Sacred Heart of Mary. It was established in 1950 and is, therefore, one of the newest Marymount schools and colleges operating in this country for the past fifty years, and for a century or more in Europe. Thus, it combines the advantages of completely modern equipment and facilities with the rich heritage of well-established traditions.

LOCATION

Marymount's seventeen-acre campus is located in the tranquil colonial atmosphere of Arlington, Virginia. Just 20 minutes from the Nation's capital, the college offers its students opportunities to explore the limitless resources of America's historic wealth.

ACCREDITATION AND RECOGNITION

The College is accredited by the Southern Association of Colleges and Secondary Schools and the State Department of Education of the Commonwealth of Virginia. It is affiliated with the Catholic University of America. The College is registered with the University of the State of New York and holds membership in The American Association of Junior Colleges, The Catholic Educational Association, The American Council on Education, The National Commission on Accrediting, The National Association of Women Deans and Counselors, and The American Association of Collegiate Registrars and Admissions Officers.

AIMS AND OBJECTIVES

The educational philosophy of the College is best expressed in the encyclical "Christian Education of Youth" by Pope Pius XI: "Christian education takes in the whole aggregate of human life, physical and spiritual, intellectual and moral, not with a view of reducing it in any way, but in order to elevate, regulate and perfect it, in accordance with the example and teaching of Christ."

Marymount Junior College aims at the harmonious development of the whole personality of the student. This comprises intellectual, moral, and social training which prepares the individual for: (1) purposeful living according to Christian principles; (2) constructive membership in society, be it the home or the community; (3) further specialization in scholastic or vocational fields.

FACULTY

The college faculty is composed of the Religious of the Sacred Heart of Mary, several priests, and lay men and women.

LIBRARY

The library has a selected collection of over 12,000 titles, 120 general and special periodicals, pamphlet, map, and newspaper files, micro-film equipment, audio-visual equipment, and a record collection of foreign and English literature.

AREAS OF SPECIALIZATION

The curriculum is built around a core of the Liberal Arts: Theology, Philosophy, English and Speech being required of every student each year. Transfer programs are designed for those who intend to transfer to a four-year college upon graduation. Their courses are planned to provide the credits required in the liberal arts. Terminal programs are offered to those who wish only two years of college training before entering a specific vocational field. These programs include two-year courses in education, merchandising, secretarial training and medical secretarial work. In addition, the College offers the general undergraduate training needed by those interested in the professions of nursing, physical or occupational therapy, dental hygiene, and medical technology.

CO-CURRICULUM AND EXTRACURRICULUM

General guidance and individual counseling program; orientation and testing program; health service; annual retreat; well-balanced social and athletic program; formal and informal social functions; lectures, field trips, receptions for distinguished guests.

Student Societies: Executive Council, Student Council, House Committee, Social Committee, Athletic Association, Co-Curricular Council, Pi Theta Kappa, Gailhac Honor Society, Children of Mary, Sigma Tau Sigma (local chapter of the National Social Science Organization), Glee Club, Dramatic Club, Chapel Choir, Mission Club, Social Service Club, Current Events Club, Literary Club, Art Club.

Music and Drama Productions: Christmas and Spring Glee Club recitals, Joint Concerts with Georgetown, St. Peter's, V.M.I.; regular Dramatic Club productions, One-Act Play Contest; annual all-college Sing; Faculty-Student Show.

Student Publications: The Pioneer (the yearbook); Mariva (monthly paper); The Columns (bi-annual literary magazine); Alumnotes (Alumnae Newsletter).

Athletics: Hockey, basketball, softball, tennis, swimming, fencing, riding. Participation in inter-mural sports competitions.

ADMISSION REQUIREMENTS:

(1) Graduation from an accredited high school; (2) Satisfactory grades with a minimum of 16 units including English 4, Foreign Language 2, History and Social Studies 2, Mathematics 1, Science 1, Electives 6; (3) The Scholastic Aptitude Test of the College Entrance Examination Board; (4) Recommendation from High School Principal and Pastor; (5) Personal interview with the Dean of Admissions where possible.

EXPENSES:

Tuition only (day students).....	\$ 750
Room, Board, Tuition, General Fees (resident students).....	2,100
Book Deposit.....	50
Student Activities Fee.....	50
Registration Fee.....	10

SCHOLARSHIPS

One full tuition and board scholarship is offered annually to a resident of the state of Virginia. Pre-professional scholarships are available to qualified students interested in preparing for the professions. A limited number of service scholarships are available. Scholarship applicants must take a special written examination in February, and file the Parent's confidential statement with the CEEB.

ILLUSTRATIONS

Opposite page from top: Marian Hall in the distance; May Day is a College tradition; in between classes; "The" shop; student teachers at work; refreshments before the Spring Prom. This page from top: the biology lab; art, whether inside or out; students meet the many distinguished visitors, pictured is the Spanish Ambassador His Excellency Jose M. De Arelliza, Count of Matrice; one of the parents' weekend events; a dramatic club presentation: The Mikado.



“Marx Was a Chinese Orator”

PERHAPS IT is free association. Yet I cannot help associating the fact that an obscure midwestern liberal arts college conferred an honorary Doctor of Letters degree on Bob Hope (Mr. Hope's comment: I don't believe this—if I had known this would happen I would have finished grammar school) with the fact that a Northwestern University doctor of philosophy in psychology more recently asserted in print that Mr. Edgar Guest is a poet superior to John Keats.

Stumbling over these two milestones along the academic road, I was forced to reevaluate the content of a freshman essay I received from an angry co-ed, “My idea of an intellectual is a person who thinks he is better than anyone else because he knows more about the fine arts. He is an addict (*sic.*) to these subjects. He attends ‘arty’ plays, reads poetry, and argues about things with other intellectuals that don't make any difference to anyone else. . . . Our intellectual would undoubtedly do our country and the world much more good as scientists (*sic.*) and mathematicians than wasting their (*sic.*) brains on the fine arts.” In light of current conditions at some academies, one is forced to admit that the girl had a point, especially the one about wasting the brains.

The co-ed's essay sounded a little like some things Professor Arthur Norman and Lewis Sawin reported in an article in *New Republic*. Aptly titled “What Johnny Don't Know,” the report told of the disheartening results when college students were asked to identify the nationality of twenty famous persons and to tell the activity for which each person is famous. The professors chose twenty names they believed moderately well-informed persons in our society would easily recognize.

Only 22% of the freshmen tested could properly identify half of the names on the list; 14% of the students could not identify Adlai Stevenson; Norman Thomas was known by 2%.



Mr. Hertz is instructor in English at the University of Minnesota. From 1948 to 1956 he had been instructor at Quincy College, Quincy, Ill., and from 1956 to 1959 he was assistant professor of English at Nazareth College, Louisville, Kentucky. He is a graduate of Quincy College, and he pursued graduate studies at the State University of Iowa. He has contributed to *The Catholic World*, *College English*, and *The Homiletic and Pastoral Review*.

Repeat Test

The following year I gave Norman and Sawin's test to a number of Catholic college freshmen to see whether their performance substantiated the state university people's scores. For the experiment I used only freshmen enrolled at the three Catholic colleges in Louisville, Kentucky. Two of these colleges are women's colleges conducted by orders of nuns; the other college is a diocesan college for men.

Tested were 297 freshmen: 150 men and 147 women. Most of this group graduated from Catholic elementary and secondary schools in Louisville. Locally this school system has an excellent scholastic reputation—a fact possibly of some importance because of Louisville's strong civic emphasis on cultural and intellectual activities.

The table below gives the percentage of Louisville students (column A) familiar with the names as compared with Norman and Sawin's results at the southern university (column B).

COMPARATIVE TEST RESULTS

	A	B*
Adlai Stevenson	93%	86%
T. S. Eliot	78%	6%
Karl Marx	65%	50%
John Dillinger	58%	78%
Captain Peter Townsend	57%	66%
Warren G. Harding	53%	42%
Robert Frost	49%	35%
Richard Rogers	48%	37%
Charles Wilson	46%	45%
Oliver Cromwell	35%	19%
Leo Tolstoi	33%	17%
Francisco Franco	32%	32%
Giuseppe Verdi	24%	22%
Fiorello La Guardia	22%	36%
Mrs. Wallace W. Simpson	17%	17%
Richard Wagner	15%	22%
Charles de Gaulle	13%	30%
Pablo Picasso	12%	22%
Henry Wallace	9%	14%
Norman Thomas	2%	2%

* Column B shows percentages from a southern university as taken from “What Johnny Don't Know,” Arthur Norman and Lewis Sawin, *New Republic*, Aug. 12, 1957.

The average Louisville freshman correctly identified seven of the twenty names. Only six names on the list were familiar to half of the students.

While neither of these surveys is presented as being



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answer:

A NAME FRAME filler sheet is a notebook filler sheet with a printed frame for Name—Subject—Date... an optional line for additional information as needed, *PLUS* new blank margins for corrections and remarks.

question: *What use can there be for the optional line?*

answer:

For individual needs of teachers or students such as grade—name of school—name of teacher—room number—seat number.

question: *What is the purpose of the new blank margins?*

answer:

The new right and left hand blank margins allow space for corrections and remarks. These new margins help confine students' work within ruled areas.

question: *Why are NAME FRAME filler sheets so important to teachers and to students?*

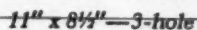
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particularly "scientific," I suspect that results would not have been significantly different if twenty other names had been used, or if the test had been given to freshmen in Spokane, Washington, or Chicago, Illinois.

It is interesting to note that in comparison of scores—with the exception of T. S. Eliot and one or two others—results of the two tests parallel one another closely. The results show no particular superiority of state university freshmen over Catholic college freshmen, nor do they show any particular superiority the other way around. Perhaps this fact indicates that a careful, empiric examination of educational realities might well precede the issuance of formal pronouncements on the relative superiority of the two systems. But I, for one, see nothing in the results of either test for either system to crow about.

Points of Speculation

Results of the tests suggest some interesting points of speculation about the intellectual life of our current younger generation. Apparently college freshmen as a group have no burning interest in politics, domestic or foreign. Does it not seem unusual that approximately 10% of the students tested could not properly identify Mr. Adlai Stevenson? One wonders how so many of them could have escaped the barrage of political publicity in 1952 and 1956—newspapers, radio coverage, television appearances, news magazines, local rallies, table talk. Yet one Louisville student writes, "Adlai Stevenson: American Democrat. He is a former president of the United States. Now Vice president of the U. S. Succeeded Eisenhower in 1952." Another writes, "Adlai Stevenson: American. He is President of the United States." And another says simply, "Adlai Stevenson: English—the republican in the Whitehouse."

Warren G. Harding (53%), Charles Wilson (46%), Henry Wallace (9%), and Norman Thomas (2%) seem to reenforce the idea that these young people as a group are not particularly disturbed by the realities of Twentieth Century American political life. Cromwell (35%), Franco (32%), and de Gaulle (13%) suggest that at least two-thirds of the group do not find the European political situation since 1599 highly exciting either.

Literary World Fares Better

For Louisville freshmen, the literary world comes off somewhat better than the political world. T. E. Eliot at 78% (two notches above Dillinger) ranks second on the list, and Robert Frost with a respectable 49% ranks well up in the top half of the list. Even Tolstoi comes on strong with a 33%. Possibly literature is a subject stressed more diligently through high school than is current politics.

Even in the literary world, though, cases of mistaken identity were frequent and often bizarre: "Leo Tolstoi: Turkey, Primier of Turkey"; or "Leo Tolstoi: Italian, a prizefighter." Or perhaps most curious of all,

"Robert Frost: Known as Mark Twain, famous author."

Painters and musicians (except for Richard Rodgers) do not fare so well as writers. Possibly painting, music, and politics receive about equal attention in our high schools. Nevertheless, it is difficult to explain the fact that 18% of the Louisville Catholic freshmen identified Verdi as Pope Pius XII, while a slightly smaller percentage thought Picasso a "South American dictator."

In classes by themselves the identifications, "Karl Marx: noted Chinese orator," and "John Dillinger: American. Head of the F.B.I."

Not All Humorous

Not all of this business is entirely humorous. Political, social, and cultural health in a society such as ours are dependent on each citizen's awareness of the realities of the contemporary world. The paths of mass culture and democratic government are determined by a large number of individual decisions. Intelligent decisions are founded upon knowledge of the issues and personalities involved. And knowledge is the business of schools.

In Kentucky, for example, persons eighteen years of age may vote. High school and college groups are cultivated by campaigning politicians. Approximately 30% of Kentucky high school graduates attend college. If fewer than 50% of a group of these freshmen recognize their Secretary of Defense or if 98% fail to identify the timeless leader of American socialism, it may be permissible to wonder whether education is preparing these people for their political responsibilities. Of course, it may not be important to be familiar with Warren Harding (53%) when deciding whether or not to support Mr. "Happy" Chandler, but I suspect it helps.

Who Should Have Introduced Verdi?

Probably something of the same thing is true in cultural matters. If 76% of a group of college freshmen are unable to identify Verdi, we can hardly profess surprise on learning that the Chipmunks' phonograph recording, then currently outsold Vivaldi's "The Four Seasons" by quite a substantial margin. The question arises, who should have told them about Verdi?

Not long ago the Catholic press joined some Catholic leaders in voicing concern over the quality of Catholic education in America. Russian scientific successes brought a wave of criticism of the public education system a bit later. But now the voices of protest and concern have died down. We witness a trend toward public satisfaction with our scholastic efforts. Dr. Conant, for example, assures us that public secondary education is essentially sound. A number of Catholic publications have concluded that the earlier critics were rash and that sober examination of the realities by more responsible individuals reveals a maturing Catholic educational system doing an ever

(Continued on page 452)

Speaking of Thinking

ARE WE DEVELOPING intellectual parakeets capable only of repeating?

It seems that we should stop and examine our teaching procedures in a day when the by-line of the times is, "I just want the facts, m'am." Are we unconsciously yielding to pressure by sending from our schools fact-filled facsimiles of Christian character?

Unless we "form Jesus Christ in those regenerated by baptism," we have failed as teachers. To form Christ, we must develop the powers of the soul. Plainly—we must teach our children to think!

Gone is the day when it was enough just to *know* what you believed. To avoid shipwreck in the ocean of mental stimuli today, the child must be equipped, not only with simple faith, but also with the ability to discern the dangers he will meet. True, Christ is the Light, but a tower is necessary that the Light may be seen at a distance. This tower is the student's ability to reflect, reason, and judge. If we have taught him by a method of "read and believe," or by the funnel technique, we have ill-equipped him for happiness either now or eternally.

How can we best prepare our children to do battle "with the children of this world?" Simply, by teaching them to evaluate, to compare, and to make judgments with the aid of Divine Grace.

Skill That Can Be Taught

That thinking or reasoning ability is a skill and can be taught is shown in the results of a study made by George Hiram, an elementary teacher. His report is printed in the *Journal of Experimental Education*. He explains how he chose control and experimental groups of seventh graders alike in IQ, mental age, reading ability, and reasoning skill. He taught the experimental group definite procedures in reasoning. When the groups were retested for reasoning ability, the experimental group showed remarkable improvement. Hiram



Sister Mary Martin teaches English and journalism at St. Vincent High School, Akron, Ohio. She has a B.S.E. degree from St. John's College, Cleveland, and has since specialized in English and journalism. Sister has taught for twelve years from kindergarten and first grade to sixth, seventh, and eighth grades. She has articles accepted for publication by two other Catholic publications.

concludes, "Critical thinking, like the ability to read, spell, write, and use numbers is a tool skill. As such, it cannot be left to develop only through incidental learning procedures."

Without teacher stimulation and direction, most students would not develop their reasoning powers. We all have a natural desire to use the easy way. The story is told of the student who was looking for a supplementary text. The clerk told him, "Here is an outline that will do half your work for you."

The student replied, "Good, I'll take two!"

What are we to do to counteract this mental inertia? We must certainly examine our methods of presentation to determine that we are not just fountains of information from which the student dutifully soaks up facts in order to return them via the examination paper.

Obviously, the arithmetic class is a natural for the development of thought processes, if we make the most of it. Developments should be such that at the conclusion the student can reason to the rule or principle that is being taught. We wouldn't say, "Today we will learn how to find commission. The formula is sales \times rate of commission." This procedure would immediately stifle all productive thought on the part of the student. He would only be operating as a machine—grinding out answers, once the proper button is pushed.

Try One Problem Beyond Material Taught

It is helpful to use several problems to solve each day. Occasionally use one that is beyond the material taught. Challenge and be pleasantly surprised by your students' ability. I find it good to have these problems on the board at the beginning of class. By the end of the day, everyone has had an opportunity to try them, and we can then discuss. Let the children explain their own work and defend it. Encourage them to challenge one another. It will take time, but develop in them the attitude of friendly questioning. Such as: Why did you do that? What does that prove? Let them demonstrate the different procedures for arriving at an answer and lead them to select the best method for them to use. This will not be the same for all—we are individuals.

"Fuel" for Thought

Library reading as a means of developing thought cannot be overstressed. No one can think unless he has some fuel to burn. As Goethe expressed it, "All truly wise thoughts have been thought already thousands of

times but to make them truly ours we must think them over again honestly, till they take root in our own personal experience."

Motivate your students to wide reading* by using charts, oral reports, dramatizations, whatever will stimulate. Most children have a particular interest; encourage them to broaden this. Some don't read extensively because they simply haven't tried it. If they are not friendly with books, perhaps they were never properly introduced. This, of course, means that you will have to have a great familiarity with books. Bibliotherapy is a fascinating subject, worth time and interest.

In the reading of stories and books as class projects, stress the characters—why they act as they do—their moods. Children need to be made sensitive to others' reactions to situations. Try to get them to relate and discuss similar situations that have occurred in their lives. When we understand something about what makes people act as they do, it is easier to be tolerant and patient. Perhaps we would not have so many problems of adult incompatibility if students were taught to look beneath the surface.

Finds Sides Identical—At Last

Science provides plenty of opportunity for mental development. Illustrating the importance of observation, a classical fish story is told of the great scientist, Agassiz. He required a student to observe a fish for a week until the student was finally able to make the observation that the two sides of the fish are identical.

We need to insist on thorough observation; too much is by-passed as obvious. Children like to experiment. Good, experiment but observe, observe, and observe again! Notes should be taken and compared by discussion. Thus, with practice, they will be able to arrive at many more constructive conclusions by observation.

"Men occasionally stumble over the truth," said Winston Churchill, "but most of them pick themselves up and hurry off as if nothing had happened." History certainly manifests this truth!

Children should be made aware of the essential link between their "dead history" and current events. History, they should learn, is not a series of tabulations and dates; it is a living account of mistakes made but not to be repeated. That is, the mistakes should not be repeated if the students really understand causes, effects, and relationships. The fact that Simpson is Grant's middle name is irrelevant compared with the necessary knowledge of his character. Why did he act as he did? What were the effects of his actions? This is the information that will be of future value to the student. This type of analysis will provide material for mental growth.

It is good to present the students with the situation and demand their solution. If you were a northern congressman, what would you have done when the South demanded a decrease in tariff? After having the point personalized, they will not only remember how it was handled (because it either agreed or disagreed with

their solution) but they will have been actively, happily involved in *thinking*.

We should try not to confine the students to one text; on the contrary, encourage them to use as many sources as possible. Don't worry about the possibility that Johnny may contact new information—rather rejoice; you, too, can learn. Students must be made to realize quickly that interpretations differ, and they must try to see all sides of a question and then, if necessary, they must balance it on the moral scale before arriving at their own conclusions.

Teach by Asking

Teaching could be defined as training students to transfer knowledge. Socrates, the first great teacher, showed us long ago that one of the best ways to teach is to ask. When a student asks a question, it is difficult not to yield to the easy way and give the information. How much better it would be if, instead, we would reply with a question designed to lead him to the answer through the rough uncharted paths of individual thought. Be sure to check, however, that he arrived at the proper destination!

Again, we have the example of Christ the Teacher who taught by means of parables. Those who wished to understand Him, first needed to think. It could be noted here, too, that often thinking alone was not enough to lead to understanding. Children can learn from this that prayer will often bring a better solution, particularly to moral problems.

Another Key—Summarization

Summarization is another key to clear thinking. If the children frequently practice oral summary, it will soon become habitual. Written summaries will be enjoyed if the material to be summarized is either interesting or presented in an interesting manner. A five-minute news broadcast given by students who have prepared scripts the night before is a suggestion.

In the fast-paced world of today we need to make religion classes vital! It is not just the period for learning doctrine. That must be done first, of course; but the class must, above all else, be a class in practical everyday living. A doctrinal lesson that doesn't have a practical application devised by the students might just as well be filed in moth balls; it will be as soon as the examination paper is completed.

Our religion is our way of life. To live as a man one must strive for the highest level of human attainment. St. Paul advised long ago, "Prove all things; hold fast that which is good" (1 Thess. 5:21). All of these suggestions take time, but "the reward will be great in heaven," both for you and your charges.

Even a parakeet can tell you (after you tell him) who discovered America and he can also tell you when. But he can never tell you why or the results this effected. Let's not fail in preparing our youth. Let's equip them with the best possible talent for living—the ability to think!

The Story of the New Testament

The Epistle to the Hebrews

Covenant Used in Second Sense

So far St. Paul had been using the word "covenant" in one sense, that of a pact; now however he uses it in another sense (which it has in Greek as well as the first sense). The word in Greek also means a last will, or a testament, or a bequest. A will or a testament is not valid until the death of the one making the will, "otherwise it has as yet no force as long as the testator is alive." Christ died, hence His will is now in force, and that will is His covenant whereby He has redeemed men from their sins. The Israelites are the beneficiaries of this last will of Christ. Since He has died, His testament, His covenant, is now in effect, and it cannot be recalled or revoked. When the first covenant was established, Moses did not offer himself, he did not die; but he did inaugurate the Sinaitic covenant with blood, as it is told in the book of Exodus (24, 3-8). Not only was blood used in the ratifying of the covenant, it was also used in sacrifices of atonement and of forgiveness. (It should be noted at this point that St. Paul has once more gone back to the first sense of covenant, the sense in which he was speaking before verses 15 to 17.) The blood used by Moses was that of calves and goats; it did not have any internal power or efficacy to cleanse from sin, but it was a sign of the internal dispositions of the one seeking pardon or of the nation asking pardon of God for sin.



Father Guyot is professor of Sacred Scripture and fundamental dogma at Kenrick Seminary. After training at St. Mary's Seminary, Perryville, Mo., he took his licentiate in sacred theology at The Angelicum, Rome, followed by studies at the Pontifical Biblical Institute, Rome. His memberships include the Catholic Biblical Association and the American Oriental Society. He is a member of the executive board of NCEA. Father is author of *Scriptural References to the Baltimore Catechism*, *In the Footsteps of Christ*, and *From the pulpit of the Cross*.

Once Sufficed

This type of blood might be all right for the Old Testament sacrifices, but it certainly was not the "heavenly realities" of the New Testament. As a plaster model might be useful for a picture of a building, it certainly could not be used for the building itself, so the blood of calves and of goats would not be in conformity with the perfection of the New Covenant. The blood that inaugurated the New Covenant was the blood of Christ Himself, for "once for all, at the end of the ages, he has appeared for the destruction of sin by the sacrifice of himself." The High Priest of the Old Covenant entered the Holy of Holies year after year "with blood not his own." But Christ has entered into the heavenly Holy of Holies with His own blood; once is sufficient, for "just as it is appointed unto men to die once and after this comes the judgment, so also was Christ offered once to take away the sins of many." When He appears the second time it will be without blood; then He will appear "unto the salvation of those who await him." (Read 9, 15-28)

St. Paul is not finished with his development of the superiority of the sacrifice of Christ over the sacrifices of the Old Covenant. These latter had to be offered over and over again; day after day, year after year, they were commanded to be offered; did not this repetition show how inefficacious they were? The blood of "bulls and of goats" could not possibly remit sin; they recalled to mind the sins of those who offered them or had them offered, but they did not have internal power, they indicated legal purity, but nothing more. As for Christ, note how superior He is to the priests of the Old Covenant, not how superior is His sacrifice. First of all the priests of the Old Covenant did not offer themselves. Christ however from the first moment of His Incarnation accepted His human body as the sacrifice He was to offer to His heavenly Father. God was not pleased with the sacrifices of the Old Covenant; Christ was ready to offer His body in sacrifice because it was pleasing to His Father, "Behold, I come to do thy will, O God." The priests of the Old Covenant had to repeat their sacrifices over and over again; "Jesus, having offered one sacrifice for sins, has taken his seat forever at the right hand of God." There is no need for any more sacrifices, for "where there is forgiveness of these (sins and iniquities), there is no longer offering for sin." (The sacrifice of the Mass is a re-presentation of the sacrifice of Christ, it is not a new sacrifice, but the un-

bloody renewal of the bloody sacrifice of Christ on Calvary.) (Read 10, 1-18)

Superior in Every Respect

The New Covenant is superior to the Old in every respect. From the viewpoint of the mediator: Christ is superior to Moses and the angels. From the viewpoint of the priesthood: Christ is superior to Aaron. His priesthood is superior to the priesthood of Aaron. His priesthood is eternal, He lives on in heaven; Aaron's priesthood is temporal, he did not carry his priesthood with him into the next life. From the viewpoint of sacrifice: Christ's sacrifice is superior to the sacrifices of the Old Covenant, for His sacrifice is that of His human body, it was made in perfect obedience to God's will, it is internally efficacious, and having been offered once, it was sufficient for all sin. Such in brief is what St. Paul has been writing.

"Since, then, brethren, we are free to enter the Holies in virtue of the blood of Christ . . . and since we have a high priest over the house of God . . ."—it is in view of these things that Paul now exhorts the Jewish Christians to "hold fast the confession of our hope without wavering." What is the expectation of one who would fall away from Christ? "A certain dreadful expectation of judgment . . ." If an Israelite failed in his promise to live up to the law of Moses, and turned away from it, becoming an apostate, suffered death, what then shall be the punishment of one who would make void Christ's death and turn against Him. "It is a fearful thing to fall into the hands of the living God." (Read 10, 19-31)

The first motive for persevering in the faith is judgment; this has been given in the previous passage. The second motive is to recall what his readers have suffered for the faith since the time they came into the Church. A great reward is awaiting them for all these sufferings; are they going to lose this reward by failing now? Patience is needed, if they hope to receive the promise of God, "for yet a very little while, and he who is to come, will come, and will not delay." (Read 10, 32-39)

Third Motive for Perseverance

Before St. Paul goes on to give the third motive for perseverance, he defines faith: "faith is the substance of things to be hoped for, the evidence of things that are not seen." Our hope is based on what we believe; we cannot see what we are hoping for, so faith takes the place of sight, it is the evidence that our eyes are not able to give, since our hope is for eternal life, not to be seen with bodily eyes. It was this faith that sustained the men and women of the Old Testament, even though what they believed in and what they hoped for was not to come until the distant future. If, St. Paul argues, these faithful giants, this "cloud of witnesses," could be so firm in faith, then so should the Jewish Christians to whom he wrote: "And all these things, though they had been

approved by the testimony of faith, did not receive what was promised, for God has something better in view for us." His readers are living in the age of fulfillment, then their faith should be stronger than the faith of their ancestors, who lived in the age of promise. (Read 11, 1-40)

In view of such a "cloud of witnesses," St. Paul exhorts the persecuted Christians to "run with patience to the flight set before us." Do they not have the example of "the author and finisher of faith, Jesus who for the joy set before him, endured a cross, despising shame, sits at the right hand of the throne of God?" So too will the Christians one day enter into the joy of God provided they remain faithful. Christ resisted unto blood, that is, he gave His blood; the Christians to whom St. Paul wrote had "not yet resisted unto blood in the struggle with sin."

Face Life of Discipline

In place of giving their lives they face a life of discipline; this is befitting sons (are they not children of God?), for every father disciplines his son. So God disciplines His children, the Christians, "for our benefit, that we may share his holiness." This discipline is in the form of suffering and of persecution; "it yields the most peaceful fruit of justice to those who have been exercised by it." To this discipline should be added a striving "for peace with all men." This peace will be found as long as God's grace is found in the soul, for this grace brings peace with God, the basis of peace with the neighbor. This grace also prevents its recipient from becoming an "immoral or profane person," such as was Esau. Esau sold his birthright, and when he desired the blessing of his father, which should have come to him because of his birthright, "he was rejected." St. Paul's warning is that the Jewish Christians should be careful lest they end as Esau, if they sell the birthright of grace for a mess of pottage! (Read 12, 1-17)

St. Paul had not forgotten his theme: the superiority of the New Covenant over the Old. What better way to exhort his readers to persevere, to be constant in the faith, to strive for peace with all men, than to present a contrast between the way in which the two covenants were given. So he looked first at Sinai, where the Israelites became God's people, then at Mt. Sion, "the city of the living God, the heavenly Jerusalem . . . the Church of the firstborn who are enrolled in the heavens." The first Covenant came into being in the midst of fear, at the foot of a mountain that no one could approach. The second Covenant is the new Covenant, with its mediator, Jesus, the prince of peace, to whom all have access. "See that you do not refuse him who speaks." For as it was God who spoke then, so it is God who speaks now. (Read 12, 18-29)

Familiar Ring in Last Chapter

There is a familiar ring in the last chapter of the

epistle to the Hebrews; in the other letters of St. Paul, admonitions, warnings, moral exhortations, are common. Here we have the same, so much so that we feel once more the Pauline touch. The thought passes from one virtue to another: brotherly love, entertaining strangers, remembrance of those suffering for Christianity, marriage, contentment with what God has given, remembrance of superiors, warnings not to be led away by "various and strange doctrines." The next section is not very clear in its wording. The idea seems to be this (we are speaking of verses 10 to 14): Christianity and Judaism differ, and to belong to the one means exclusion from the other. Christ Himself died outside the temple, outside the gates of the city, as if to signify that those who would belong to Him must go outside of Judaism. The reproach of Christ is His death on a cross; St. Paul would have Christians accept their cross and accept Christ's cross, and so His reproach. It is through Christ that we should offer sacrifice to God. In doing so do not forget, St. Paul admonishes, "kindness and charity for by such sacrifices God's favor is obtained." St. Paul now passes on to obedience; "obey your superiors and be subject to them." Superiors have the obligation of watching over their subjects; let this watching be joyful, and it will be if the subjects are obedient. (Read 13, 1-17)

"Pray for us." How often St. Paul had written that in his epistles. But in a special way he wanted his readers to pray for him "that I may be restored to you the sooner." This plea for prayer is followed by a blessing addressed to the God of peace. "And I beseech you, brethren, to bear with this word of exhortation; for I have written to you in a few words." If St. Paul calls this epistle a word of exhortation and a few words, then it would be interesting to know what many words of exhortation would be! Timothy had been set free, "with whom (if he comes soon) I will see you." Greetings are sent to "all your superiors and all the saints." Greetings, too, from "the brethren from Italy." "Grace be with you all. Amen."

So ends "this word of exhortation," a magnificent word indeed!

Summary

AUTHOR: St. Paul, the apostle of the Gentiles. It is generally held however that while St. Paul is the inspired author, someone else actually composed and wrote the epistle.

TIME: 64 or 65 A.D. (This is not very certain.)

PLACE: Italy, and in all probability Rome. (This is more certain than the date.)

LANGUAGE: Greek.

STYLE: The style of this epistle is quite different from that of the other epistles of St. Paul. The Greek is purer; it is "written" Greek, not "spoken" Greek put down in writing. The sentences move along in a smooth and elegant way; so do the ideas. The diction is superb. St. Thomas wrote that there is no

other book in Sacred Scripture that moves along so orderly in word and in sentence.

OCCASION: The Jewish Christians to whom St. Paul wrote were wavering in their faith; they were in danger of losing it entirely, or of giving it up entirely. They were not so strong as they should have been, nor were they clinging to the hope of salvation as they should. They were growing weary after so many persecutions and after so much suffering for the faith.

PURPOSE: St. Paul calls this epistle a "word of exhortation." His purpose then was to exhort his readers to be faithful to Christ, to persevere in their faith and their hope, and to warn them of the danger of apostasy as well as its consequences.

"Marx Was a Chinese Orator"

(Continued from page 447)

improving job. Such statements are popular and create a warm sense of security in the public mind. But if simple tests such as the one I have described produce such discouraging results, one is entitled to wonder whether the time for self-congratulation has yet arrived.

It would be most interesting to see results of simple tests like Norman and Sawin's administered to high school and college students in various parts of the nation. Competent student performance on such tests would be much more heartening than encouraging generalizations made by professional educationalists. And if student performance was not entirely reassuring, we would have some specific evidence on which to theorize.

Now that Mr. Hope is a Doctor of Letters and Mr. Guest has been given his rightful place in the ranks of the world's literary great, perhaps we can hope to see some improvement in things.

Operation—Reading

(Continued from page 431)

The Future

We are anticipating a more thorough reading program for the coming years. The file card on each student will be an enlightening guide as to what each has done, what each is capable of doing. The lighter books will have paved the way for the more solid type of literature. A Great Books Discussion Club is in the offing, preferably conducted by an interested layman. This, we know, will interest only the scholar and the few, but it will create interest among others. With new interest and especially the interest awakened in the majority of our students we feel that "Operation: Reading" will culminate into a one hundred per cent of the student enrollment agreeing, "We read, because we like to read."

Teacher to Teacher

...in Brief

Teaching Requires PERSONAL TOUCH

By Sister M. Marguerite Andrew, R.S.M.

WHEN THEIR FIRST YEAR of teaching was nearing its close, two of the previous year's graduates were invited back to their college to address the Education Club (called Future Teachers of America). For these two, the future had materialized in their nine months' experience.

They confessed frankly that they had nothing by way of a message that the students could not have gotten from textbooks or from instructors; but hearing that message from these glowing young enthusiasts made it all come alive for their eager listeners. These two were in love with their profession, in love with the children they taught—poor children, for their schools were in the poorer section of the city, and the youngsters were often unkempt, undisciplined, perhaps hungry. The plea they made was:

"Stay with the Kids"

"Stay with the kids (yes, they called them kids) a little while after school; don't leave at the stroke of the bell. These kids are not in a hurry to go home to such homes as they have. They often find the school is the most attractive and secure and congenial refuge they have ever known. Show an interest in them. There are two things that impress them most: if *their* teacher knows something else besides the subject she teaches, and if *their* teacher takes an interest or partici-

Sister Marguerite has been teaching "everything imaginable" for forty-five years. She is now associate professor at Mount St. Agnes, Mount Washington, Maryland. Her subject is commerce. Sister is past president of the Baltimore Chapter of the Catholic Poetry Society. She has contributed to many periodicals.

pates in their extracurricular activities, then *their* teacher is 'tops.'"

Discipline Them Yourself

Disciplinary problems? Yes. Sometimes it is necessary to choose between teaching or scolding the disturbing ones that make teaching—and learning—impossible. But these two future-fulfilled apostles had another plea:

"Don't send the trouble makers to the principal. What is the principal to do with them? It doesn't solve the difficulty, it only side-steps it. The principal can either let them occupy space in the office, or send them back after an admonition. One kid came back with the boast: 'This is the sixth *last chance* I've had this week!' No, except in extreme cases, the teacher has to solve her own problems; and very often, self-knowledge would help. She might ask herself: 'What quality or lack of quality in me is proving inadequate for this situation?'"

These young teachers were, as has been mentioned, from schools in poor, crowded districts. Now, there are poor schools and rich schools. There are tax-supported schools and private schools; and the private schools may be either adequately endowed, or struggling along on the symbolic shoe string. There are schools with such large classes that the animated bits of humanity filing or flocking into class seem endless; and there are schools with such meager enrollment that one wonders if the necessary set-up of expense, organization, equipment, heating, lighting, cleaning—and supplying faculty—is really worth while.

One Thing In Common

But in all these categories, there is one thing in common: it is the personal contact that makes for education in the true sense of the word.

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Teacher to Teacher—In Brief

The children may make replicas of a Belgian Village, or the latest model of a jet-propelled plane, or a cuckoo clock. For these, they may use materials supplied by the school and seemingly inexhaustible, or they may by their own ingenuity manufacture make-shift substitutes. They may work out such research projects as the life cycle of an ant, or the character studies of heroes long dead. Not one of these can be called purely objective, for each has been inspired by the influence of a teacher or guide, counselor or friend—some living contact behind and through (or in spite of) the textbooks.

There is no great man of historic fame who can say truly: "I did it all myself. All that I am, all that I ever hope to be, I owe to myself—or to a book—or to a machine." Always there has been personal contact, personal example, most likely personal self-sacrifice somewhere along the way. It is the personality or the people behind the Belgian Village, the modeling, the scientific research, and, of course, the study of

outstanding characters that make for the inspiration of the project.

Research Each Child

Now, each teacher has just such an assignment for research not into the class as a whole, but into each individual. We may proceed along the formula of the Encyclopedia: "born such and such a date and place; childhood, education; accomplishment, contribution and evaluation thereof; death." Or we could use the so-called formula for short story: First two pages, introduction and everything serene and normal; third page, the conflict begins; fourth page, difficulties increase; fifth page, such turmoil and entanglements as seemingly preclude anything but a miraculous intervention; sixth page, clever solution by hero and writer—and a surprise ending. But this formula is only successful because of reader identification. The reader likes the serene and normal, but the reader is also emphatic when the characters suffer, and the reader triumphs in the successful outcome.

All this (and certainly the con-

flicts need not be simulated!) can be applied to the great adventure of teaching and to the realization of the important factor: personal contact. Perhaps the real core of the message from the young teachers could be stated in another modification of advice to writers: "Look into your own heart and write." So to teachers old or young, experienced or not: "Look up from the printed page, look to your pupils; but first, look into your own hearts—and teach."

SO YOU WANT TO BE A TEACHER

Look to Trimmings, Too

By Sister Mary Verda, S.N.D.

YOU HAVE PICKED a noble profession, one that gives much satisfaction at times because of the human elements involved. But don't let chalk dust get in your eyes. You will need clear vision, and a clear, quick mind to meet the challenge put to those in the teaching profes-

A New Communion Book

Mary Speaks



Here, from the pen of Reverend Henry P. Thieffels, C.S.Sp. Pastor of St. Mary's Church, Detroit, Mich., and 35 years catechetical experience, is a remarkably well developed Communion book. Drawn from deep thought and prayerful meditation on Mary, the Mother of God, this attractive volume is a live sermon to all from the Heavenly Mother of mankind. Mary takes the soul of the child, and gives to each that spirit which so magnificently animated the Mother of God in all that she did. With her, the soul finds the Mass a real experience; the Rosary and the Stations live; and each part of the day becomes dedicated to God.—The book has warmth, understanding, simplicity, but yields no ground to profundity in dogma and theological accuracy.—It is lithographed in Italy, has 190 pages, and is illustrated with 66 full-sized colored pictures. Size 5 1/2" x 3 1/2". The book enjoys the fuller attraction of a celuloïd binding for girls with a full colored picture and gold edges. The boys' is of imitation leather gold ornate.

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sion today. You will have to see yourself in the role of mother, counselor, and friend, as well as teacher. And like a good mother at home, you will never get all your work done!

The actual teaching will occupy at most eight hours of your day. In that respect you will be like every other person working at a job. But in your case, the actual teaching is just the beginning, with papers and tests to correct at home, as well as materials to prepare for tomorrow's lessons. Who told you that you can go home as soon as the bell rings for dismissal? There is always some activity going on, a bit of counseling to do; or maybe, a friendly chat with a student who drops in for a visit.

Count Yourself In

We said your homework would consist in correcting papers and tests; maybe we made a mistake there. If any one, on or off the faculty learns that you are handy with needle and thread, or can master the intricacies of the sewing machine, you had better count yourself in on a few odd jobs; they are interesting jobs, though, such as making costumes for the class play, Christmas play, or any play, for that matter. Your dexterity with the needle won't be allowed to rest with that feat, either. It has just been discovered that the auditorium drapes ought to be replaced; the Varsity team's suits are bursting out at the seams, and new curtains in the cafeteria would freshen up that room quite a bit, so are you game?

Or Supervise a Little While

The mention of the cafeteria brings up another possible job or two. If you have a free period during one of the students' lunch hours, there is really no reason why you couldn't relieve the cashier, or maybe just supervise a little while.

Sister Mary Verda teaches home economics and biology at Notre Dame Academy, Covington, Kentucky. Her experience embraces twenty years teaching in high school and a series of TV telecasts over WCET, Cincinnati, Ohio. She is a member of the American Home Economics Association, Kentucky Home Economics Association, and the National Catholic Council on Home Economics. Sister is a graduate of Notre Dame College, South Euclid, Ohio, and she pursued further studies at Villa Madonna College and Peabody College, Nashville, Tenn. She has an M.Ed. degree for St. Louis University.

It would be so nice, if you could teach a little fundamental table etiquette, and there is no better time than the noon hour to make observations and chart results. If you have any liking for figures, arabic numerals that is, of course, you'll be wise to keep that matter to yourself, unless you would like to take over the bookkeeping entailed in operating a cafeteria.

There are always activities for which your opinion will be asked, and your assistance will be solicited. "Will you have time to help the Juniors plan and prepare for the Prom?" "Could you please suggest a menu for the Classical League's Banquet, and would it be asking too much, if you would help the girls prepare the food for it?" Or the alumnae are having a communion

Here's educational fun program— a Fashion Show of *great Women* source material from history and literature



This fashion show of Great Women gives your girls chance to model and do what they naturally enjoy. Boys can rig stage sets, run record machine, turn on spotlights, etc.

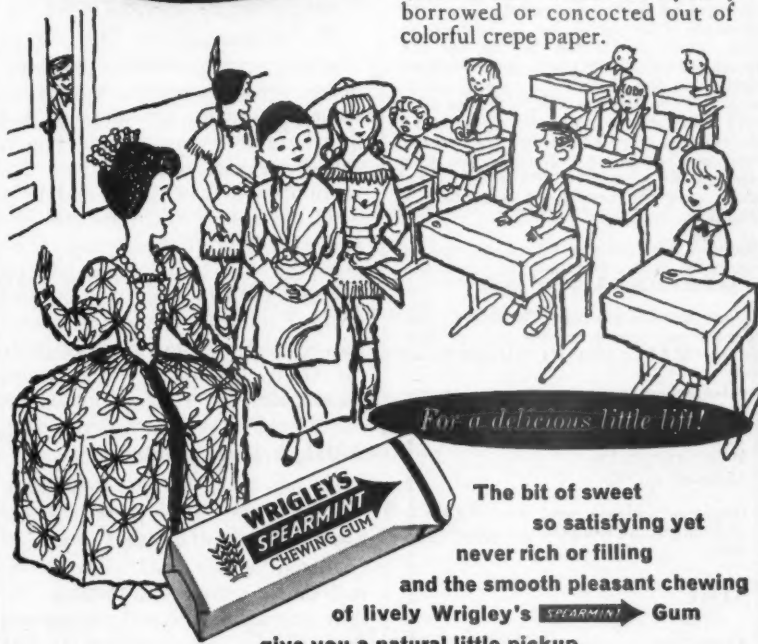
Keep show as simple as you care to, or go in for a real production. It's the idea that is the teaching aid. Also, such a show originating in your classroom could be ex-

panded to interesting visit to other rooms, or used for assembly, PTA or Mother's Day program.

Divide class into groups. Each group chooses a famed woman, does research on her, writes short commentary on her life, times, dress. This is read by commentator as model passes.

Point out style features showing costume as related to life and times. Use music records to heighten interest. Costumes are made from "what have you", borrowed or concocted out of colorful crepe paper.

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a suggestion
we hope proves helpful



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SECOND: After your approval we will deliver to you as much of our merchandise, the same as is included in your samples, as you may need. We do not sell this merchandise to you, we consign it. Therefore, at the end of the program, you are not left with anything but the profits. The merchandise was made to retail for \$1.00 per piece, even though its actual value is higher. On every dozen you sell you make over \$4.00 profit, which is equal to more than 50% profit on your cost.

The real secret of our program, however, is not just the profit itself, it is the fact that each child who sells his dozen receives an award. In addition to this there are awards given to those who sell three dozen or more, five dozen or more, eight dozen or more, and, of course, to the children who sell the most in the school.

Our experience has shown us that the children sell this merchandise not only to members of the parish, but to outsiders as well, which limits the burden on the parishioners. Since there is no investment, and the program is normally consummated in three weeks, it serves as a very satisfactory arrangement, in that the children receive an award: the school receives a handsome profit: the consumer receives an attractive article at a fair price: and the time limit is held to a minimum.

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Teacher to Teacher—In Brief

(Continued from preceding page)

breakfast: "Could you get some generous students to serve and wash dishes afterward; and could you help in the kitchen? That is where help will be needed most!"

Trimmings Make Package Interesting

The chalk dust should be out of your eyes by this time, but I hope your eyes aren't burning. The clearer your vision, the better you will be able to distinguish the professional job of teaching from the trimmings that have a tendency to conceal it. Do not let us confuse you; we are only trying to be helpful. We want you to see the whole picture, not just a part of it. It is the trimmings on a package, however, that make the package interesting, just as it is the trimmings on a teaching job that will give you a deeper insight into the minds and hearts of those with whom you work. You won't be teaching just subject matter, but you will be teaching *people*. Real, live, thinking human beings, who are interesting and important individuals, will profit by the extra-curricular activities in which you are engaged.

Opportunity to Know Pupils

The trimmings on the job of teaching are wonderful opportunities to get to know the students for what they really are, and not just for what they can produce on paper. The trimmings are those rich opportunities to work with and help mold characters which are still pliable and in need of shaping. They are a joy, too, because you will be working with the real person, and not just someone trying to impress the teacher with his knowledge or his ability to repeat information, "parrot-like."

A Job Around a Job

Do you know by this time what you are going to get into? It is going to be a job around a job; a challenge which will have to be met daily, with the trimmings totally concealing the real package at times, or at least making it look bedraggled and woe-begone. But it is the challenge well met that pays dividends in human values.

So you still want to be a teacher! Wonderful! Let me put some of that chalk dust back into your eyes! It very likely will turn into diamond dust some day!

SELECT RESEARCH TOPICS

By John S. Phillipson, Ph.D.

UNTIL THE PRESENT SEMESTER, in teaching research procedure to college freshmen in the English composition course, I had always restricted topics to a list of twenty or twenty-five of my own devising. This time, however, I decided to allow my students to investigate any subject which interested them. After several days of considering possible subjects, they were to submit a minimum of three topics on which they would like to do research. The results were illuminating.

On the day assigned, thirty-three students submitted a total of 124 topics. Twenty-four of these involved biographical studies, of which three dealt with ecclesiastical figures—Father William J. Chaminade, Cardinal Mindzenty, and Pope Leo XIII. Secular historical figures chosen for possible investigation were Marx, Hitler (two students), Robert E. Lee, Napoleon, General MacArthur, Winston Churchill (two), Huey Long, Crescentius, Hunyadi Elagabalus, Benedict Arnold, and Woodrow Wilson. From art and literature came Dostoevski, Kerouac, T. S. Eliot, W. H. Auden, Ezra Pound, Beethoven, and Michelangelo.

Non-biographical topics included: "Juvenile Delinquency," "The Catastrophe of Pearl Harbor," "The Rise and Decline of Feudal Aristocracy," "Modern India," "Building the Panama Canal: Problems and Solutions," "Atomic Energy for Peaceful Purposes," "Stamp Collecting," "The Dope Addict in America," "Free Trade for the United States," "Israel's Problems

Dr. Phillipson is assistant professor of English at Villanova University. A graduate of the University of Rochester, he has an M.A. and Ph.D. from the University of Wisconsin where he taught for six years while doing graduate work. He is a member of the American Association of University Professors, the College English Association, and the Modern Humanities Research Association. He has contributed to *Abstracts of English Studies*, *The CEA Critic*, and *Best Sellers*. Before going into teaching, he was editor of a business and legal newspaper in Rochester, N.Y.

Today," "Integration in Public Schools," "The Economic Plight of the Railroad," "Coffee-House London," and "Applications of Hydrofoils—Ancient and Modern."

In addition to the three biographical studies mentioned above, there were four topics touching the Church: "The Contrast Between the Catholic and Darwin's Theory of Evolution," "Participation of the Laity in the Liturgy" (by a pre-seminarian), "Freud and the Catholic Church," and (interestingly enough by a Negro student) "The Increase of American Catholicism."

In considering the above data, it should be remembered that at least 95 per cent of the students had attended Catholic grammar and high schools. They were, at the time, in their second semester at a Catholic university. Yet only 5.6% showed themselves interested in investigating a Catholic figure or some aspect of Catholic life and thought. Only three topics concerned ecclesiastical figures; of these figures, one, Father Chaminade, founded the order which operates the high school from which the boy had come. And only four involved the

Church and its relation to society. The fourteen secular figures from history and seven figures from art and letters proved far more attractive than did religious figures.

It is apparent that these boys are interested in the world about them; their preoccupations tend to reflect the preoccupations of the daily papers and radio-television news reports, as witness an interest in juvenile delinquency, racketeering, Russian Communism, the F.B.I., dope addiction, U. S. defense, television, integration, railroad economics, and contemporary psychology, to cite a few of the subjects. Why were so few interested in studying the Church and the heroic figures it has raised up? One suspects that non-Catholic students in a secular university would have chosen much the same subjects. What has Catholic education through some twelve years done toward directing the interests of these boys to the importance of the Church and its great figures in the history of mankind?

After examining the 124 topics and reading them aloud, I indicated my surprise that so few dealt with the Church in any form. Replies

were instantly forthcoming, and all made the same point: "Subjects like those are for people planning to enter the convent or the monastery."

Is this the attitude that Catholic grade and high school education is inculcating? The whole experience would suggest that our Catholic grade and high schools have a challenge to present the Church for what it is: a real and vital force in the lives of men, not an organization of interest mainly to those contemplating a religious vocation. Surely our Catholic young men should carry over into adult life attitudes and values clearly separating them from their secular counterparts. If this experience is typical, it would appear that in achieving this aim, Catholic grade and high school education seems to have had only a limited success.

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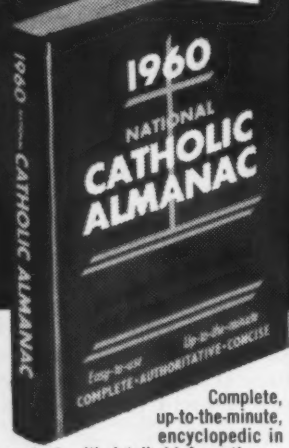
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Teacher to Teacher—In Brief

(Continued from preceding page)

are always ready to go into high gear when prayers are over, for this class is the opening activity of the day. We use the text *Faith in Action*, Book Four. The text is divided into units and sub-units. Each student reads one paragraph in the sub-unit. Before proceeding to the next paragraph there is a brief pause if someone has a question to ask about the reading or if there is some obscure wording or expression that needs clarification. Usually there are about eight or ten paragraphs; the reading and the scattered questions consume about ten minutes.

Questions Assigned to Individual Students

Approximately six or eight questions are appended to every sub-unit. Each of these questions has already been assigned to individuals at the beginning of the units. He must answer his one question very comprehensively on paper including any references from the Bible. Thus, if the question deals with the fulfillment in Christ of the ancient

prophecies, our student will begin with the simplified answer from the text and then proceed with some details of Isaiah's prophecy culled from the Old Testament. Extra credit is given for papers which include several authorities and quotations to bolster their argument. This accent on reference material also keeps our pamphlet rack in the classroom well patronized because most of these booklets treat practically all the major topics in our text. Answering these text questions, depending on their scope, uses only about eight minutes, since they are read from student prepared papers.

Brother Gerald Edward is teacher of English and history at Our Lady of Good Counsel High School, Wheaton, Maryland. A graduate of Loyola College, he has an M.S. in Educational Psychology. He also pursued studies at Catholic University of America and at Boston College, specializing in English, history, and guidance counseling. Brother has been teaching for twenty years. He is a member of the American Personnel and Guidance Association. He also has had experience on the staff of the Boston College Reading Laboratory and the Good Counsel Reading Laboratory for junior high school boys. He has contributed to the *Catholic Digest* and other Catholic periodicals including the *Xaverian*.



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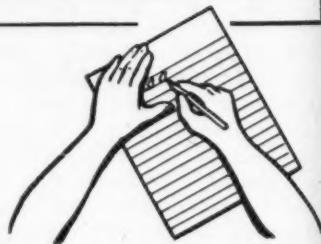
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Question Box Follows

The next five minutes are given to a question box. Again we use a rotation system with a different senior each day knowing exactly in advance what his role will be in religion class. The boys are at liberty to select popular topics from any question box department on any approved Catholic magazines. Highest in popularity for this feature are: *The Sign*, *St. Anthony Messenger*, and the column by Msgr. Riley in our diocesan weekly, *The Pilot*. The challenge thrown at the student who has this daily feature of our class is to select questions that are interesting, topical, and capable of provoking more discussion in class. Therefore he may have cut out pages from three or four magazines or newspapers and checked one or more items in each. Naturally some of these topics unleash a flood of opinions among the boys right up to the bell. At other times we just listen placidly to the opinions of the authorities.

Culled Passages Read

When this occurs we may have three or four minutes at the end of the period. Ready then for my signal is the best reader in the class, who always has handy certain checked paragraphs from encyclopedias or magazine articles on some current theme of interest. These articles, both for question box material and public reading in class, were selected after we had a poll taken in the class. We asked the seniors in one of their first tests to list suggestions as to just what topics they would like discussed and explained in our selected readings and question boxes. We were guided by the following statistics: (class of 28—the number offering each suggestion is given after each topic):

TOPICS SUGGESTED

Catholic Ideas on Marriage	15
The Five D's: Dancing, Drinking, Dating, Driving, Dress	5
Vocations	5
Arguments to Defend Our Faith	4
Problems to be Faced after Graduation	4
More Audio-Visual Aids in Religion	4
Going Steady	3
Visiting Priests as Guest Lecturers	3

(Continued on page 463)

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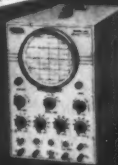
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Ride With Danger. By Anne Powers (Bobbs Merrill Company, Inc.; pages 265; price \$3).

In this edition for juveniles of a previously published novel, Mrs. Powers uses as a basis for her plot the military preliminaries of the One Hundred Years War and the struggle of the Irish clans to regain their land. The link is the machinations of the Anglo-Irish family, the Uffords (Sir Ralph, uncle and Sir Stephen, nephew), who are trying to induce King Edward III of England to continue the subjugation of the Irish rather than the invasion of France. To discover the King's intentions, the head of the O'More clan sends Thomas O'More (alias "Gilman") to England.

By sailing to Sluys, France, Gilman discovers information that clears the way for Edward's invasion of France. Having thus thwarted the Uffords, Gilman learns that these men plan to invade Ireland with their own troops, raised with money obtained by marrying off Sir Stephen's sister, Margery. Gilman then helps her escape, but in the process, is discovered. Forced to accompany the Uffords to France, he takes part in the campaign leading up to the battle of Crecy before he can return home to an exciting climax, kill the villain and marry the fair Margery.

This is an exciting spy story; Gilman is nearly discovered as he hangs onto the tavern wall's convenient vines or as he hides in a closet of Margery's prospective bridegroom's bedroom. In addition to spying, the hero participates in the center of the battles of Sluys and Crecy. The reader is given a description of the battles as Gilman sees them. These scenes are short, with few gory details, yet enough to convey the idea of how wars were fought in the days of knights and bowmen.

The novel has some shortcomings. It is episodic. The time intervals between some of the chapters are so long that the reader loses the thread of the story. There is nothing to indicate that six years separate the battles of Sluys and Crecy. The campaign of the year 1346 is incomprehensible and the map on the end papers gives little help. French and English names for currency are used without a table of

American equivalents.

The book can be recommended for the average twelve year old, but it is a little shallow for advanced readers in this age group.

EUGENE O'NEIL, School of Education, St. John's University, Jamaica 32, N. Y.

Music Three—How to Think and Sing, Teacher's Guide and Lesson Plans. By Justine Ward and Sr. Rose Vincent, S. L. (Catholic Education Press, Washington, D. C.; pages 147).

The matter for the third grade is supplemented here in great detail and divided into chapter headings by weeks and in the schematic lesson plans that follow. These pages of practical and thoughtful suggestions are a boon to the music teacher be he musician or non-musician. They are not brief hints that can be read once and left aside but rather so copious that a reading of today can be fruitfully enlightened by another as well as others in the years that follow. In order that fundamentals are not lost sight of, sections culled from earlier guides are repeated.

Teaching is such an intricate process that helps and guides from experienced teachers are lifesavers for the non-musician and often the solution of knotty problems for the inexperienced teacher. The material for this grade includes the introduction of the first sharp and flat, the major and minor mode relations, the extension of the rhythmic patterns to $\frac{4}{4}$, $\frac{6}{8}$ and $\frac{3}{2}$ rhythm, etc. They offer problems if they are to be learned efficiently. The content of the vocal exercises is enlarged and more consideration given to the breathing process and the sustained tone. All this in order to open the tone to fuller resonance as expected from the growing child. With new vowels and consonants further difficulties arise and the words of caution should be well taken for the vision of a step for-

ward may turn out to be a backward one.

Musical form, up until now most likely hinted at, is now treated more formally and with the knowledge gained made to serve in the periods of class composition and appreciation. While the teacher is the leader in such work he is not meant to be so forever. All this as the title of the text and the guide point out is to stimulate the pupil to self-activity and to develop the capacity to think for himself. The measure of such a response will be a teacher's reward and a child's satisfaction.

Sr. Rose Vincent's lesson plans are given in considerable detail for every day of the week. Both here and in the body of the text a slight adjustment may be necessary in some schools since the term in a number of schools begins in February rather than January. The adjustment should be an easy one. The ease and confidence that such a guide gives to the less experienced will grow with continuous study and practice. The cost will be more than justified.

J. VINCENT HIGGINSON, Managing Editor, *The Catholic Choirmaster*

College Remedial Reader, Exercises in Standard Textbook Reading. By Shirley Ullman Wedeen, Ph.D. (G. P. Putnam's Sons, N. Y.; pages 250; price \$3.95).

This book is geared toward improving the reading efficiency of college students, especially those being guided in reading laboratories. To others also, if supplemented with additional remedial reading, it would be helpful.

College Remedial Reader contains fifty 1,000-word college-text selections to test speed and comprehension. These excerpts range in difficulty (some are below average, some of average difficulty, some of above-average difficulty) and are from the fields of English,

Fine Arts, Mathematics, Physical Science, and Social Science. The selections are well-chosen and vary from an excerpt from *She Stoops to Conquer* to "Good and Bad Music" to "Five Major Methods of Handling Family Income."

Each selection is preceded by a reading-ease score according to the Flesch Readability Formula and is followed by 10 true-false questions to check comprehension. Graphs enable the student to determine his progress.

The pages of the book are perforated and of a size suitable for use in mechanical reading aids.

College Remedial Reader includes interesting college-level reading material and should be helpful in checking reading rate and comprehension. It is not, as no one book could be, a "be-all end-all answer" to real reading difficulties. It is a practice book, and if the exercises were performed conscientiously it could improve the reading ability of college students.

SISTER ST. JOHN McCRYSTAL, C.S.J., M.A., Instructor of English, Marymount College, Salina, Kans.

Patterns for Educational Growth.
By Theodore M. Hesburgh, C.S.C. University of Notre Dame Press, Notre Dame, Ind.; pages 71; price \$2.25.

"It has often seemed to me during the past six years that a university president is always, and perhaps *ex officio*, in danger of becoming illiterate." With these words Father Hesburgh introduces *Patterns for Educational Growth* which is a compilation of lectures delivered on the occasion of the opening of the six school years he has been president of the University of Notre Dame.

He then goes on to prove that the danger of becoming illiterate is not one he has succumbed to—even *ex officio*.

This brief collection of sermons deserves to be read and reread. Each sermon is marked by the preacher's warmth and deep concern for the men who administer and teach at this great Catholic university. The many new constructions, the revised curriculum, the far-reaching policies concerning students and faculty stand as a

monument to Father Hesburgh's educational leadership and foresight.

Each of the six sermons is distinguished by the fact that it attempts to present to the audience a specific topic while at the same time it includes a brief review of the beliefs of Catholic educators. Father Hesburgh's keen sense of perception and ability to discern the essential from the important enable him to speak with authority on the course to be followed by his

educational counterparts in other Catholic institutions.

The 1954 sermon entitled "The Mission of a Catholic University" particularly impressed this reviewer. The author's wisdom and experience give him the ability to treat this topic free from the emotionalism which too often surrounds an attempt objectively to appraise education.

This is a rather unusual compilation of discourses since they are not totally disassociated. On the

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contrary, each has a link with the discourse preceeding and following it.

Father Hesburgh's book is to be recommended to his fellow Presidents as well as to the faculty members of Catholic institutions of higher learning. His closing words concerning the place of administration and faculty in the growth of a university emphasize his clarity of thought in realizing that the university is to survive only in so far as its faculty is worthy of its calling. Rather than considering faculty members expendable, Father Hesburgh cites the relationship between intellectual achievement and faculty in these words: "May God grant that this 115th year of our history will see us grow inwardly in wisdom, age, and grace, as we should, and may the University grow with us, as it most certainly will not grow without us."

FRANCIS J. LODATO, Ph.D., College of Mt. St. Vincent, New York 71, N. Y.

Biology for Catholic High Schools.

By Mother Celeste, O.P., Ph.D. (Allyn and Bacon, Inc., Boston; pages 456, with Biographical Sketches, Glossary, and Index; price \$4.80).

After giving the derivation of the word *biology*, Mother M. Celeste tells the high-school student "biology then is the study of living things—plants, animals, and man . . . (It) should develop in the student above all other things a greater interest in and broader outlook on God's handiwork around him." *Biology for Catholic High Schools*, the author tells us, is a completely revised basic text for use in

senior high schools. It is frankly a Catholic textbook. No Catholic author could eliminate religion from a textbook of biology, for that subject deals with the Creator's handiwork. "In the beginning," we read in the first chapter of Genesis, "God created . . . every living and moving creature . . ." It seems passing strange that any author of a biology text can omit to mention the name of God. Fortunately, America is awaking to the inconsistency of education that rules out God. The American Council of Education asserts that such indifference to religion "creates the impression in the minds of the young that religion is not important and has nothing to contribute to the solution of the perennial and ultimate problems of human life."

Mother Celeste has scrupulously preserved fidelity to Catholic teaching and religious truth and to basic biological principles. New materials of recent research and discovery have found a place in these pages. Antibiotics, polio vaccine, Rh blood factors, and the Nielsen method of artificial respiration are a few of the many new topics inserted. The author's chapter on evolution is in full accord with the teaching approved by Pope Pius XII in His Encyclical *Humani Generis*.

The author organized the subject matter in ten units, subdivided into thirty-two chapters. A summary of the content of each chapter enables the student to test his mastery of the material as he progresses. Review questions and objective questions supply the teacher with a means of testing the knowledge of the student. At the end of each unit, interesting reference readings are listed. At the ends of Units One through Five and Units Seven and Ten there are Comprehensive Power Tests. These tests offer a general testing of the knowledge thus far

acquired. There is an abundance of pupil aids, and every effort is made to consolidate his scientific vocabulary. The drawings and photographs are functional; the type page, pleasing; the volume, a masterpiece of the book-maker's art. We commend *Biology for Catholic High Schools* to the attention of all teachers of biology.

RT. REV. MSGR. PAUL E. CAMPBELL

Literature for Life. By Arno Jewett, A. H. Lass, and Margaret Early (Houghton Mifflin Company, Boston; pages 709, with Dictionary and three Indexes; price \$4.20).

Literature for Life is one of the three books in the Reading for Meaning Program. Selections are presented under nine units averaging about sixty pages each. A modern classic, "Johnny Tremain" by Esther Forbes, a novel, is the final literary selection. A short handbook of reading skills aims to develop in the student the ability to enrich his reading vocabulary, to select important ideas in his reading, to remember what he has read, to use his reading skills in combination, to follow directions, to gather facts from reference books, and to make judgments about what he has read. A special dictionary of uncommon words used in the course of the volume but not explained in footnotes is given as an appendix; the purpose of this mode of presentation is to improve the student's skill in the use of the dictionary. Nine word study exercises are logically spaced through the volume, and the correct answers are given in a table on page 719. Three indexes list types of reading and literature found in the volume, authors and titles, and the reading skills and word study programs.

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Twain. In other categories of Treasures from Our Heritage, we have a group of mood selections, a number of songs America sings, words of wisdom from the masters of literature including Shakespeare and the Bible, and three famous legends. We regret that the compiler did not include the text of the Douay version of the Holy Scriptures in presenting Psalm 100 (Psalm 99 in the Douay version). This Psalm of praise, under the title *Jubilate Deo*, invites all to rejoice in God the Creator of all. The student will be the richer for his reading and study of these selections from English literature.

RT. REV. MSGR. PAUL E. CAMPBELL

Spotlighting Religion Problems

(Continued from page 459)

Catholic Viewpoints on Sex	3
Birth Control	2
Problems of Catholic Boys in Service	2
Discussions on Predestination	2
Ethics in Business	1
Problems of Working Boys Going to School	1
Mixed Marriages	1

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Other questions on morals and dogma were handled by another priest. We invited the same two priests alternately because we felt that a building up of *camaraderie* was the ideal inter-relation with priest, teacher, and senior. The boys copied the series of above-men-

(Continued on page 483)

Challenging and Significant

THE CATHOLIC DIMENSION IN HIGHER EDUCATION

By Justus George Lawler

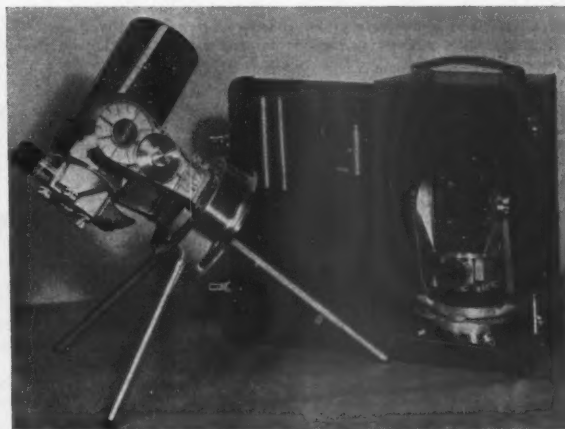
After surveying the work of the past two decades, the author discusses such religious roots of our educational situation as monistic spirituality, pious pragmatism, the abuse of obedience, etc. Succeeding chapters are devoted to: the role of the layman, not vis-a-vis the religious, but in the light of his own intellectual mission; a personalistic educational method; a defense of the Catholic college or university as a unique, and, therefore, necessary agency in American society.

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Read to Know—Know to Love

WITH THE THEME, "Read to Know—Know to Love," Catholic Book Week of 1960 (February 21–27) calls attention to our duty as Christians. It is only by knowing and loving that the long sought peace, based on justice and charity may be realized.

Classified below is a rather selected list of publications that appeared in 1959, both fiction and non-fiction, which the general reader may find enriching and interesting.

The problems of the space age, the continuing challenge of the dialectic materialism of the communist philosophy, the Church and the papacy, juvenile delinquency, and inadequacies of our educational program, are only a few of the subjects recurring in the publications of the year.

Biography, ever enriching and enlightening, was high-lighted by numerous biographies of Our Holy Father, Pope John XXIII.

Mr. William A. Gillard is director of libraries at St. John's University, Jamaica, N. Y., where he is also professor of library science, having occupied that position for the past fifteen years. For thirteen years he was chairman of the department of library science, relinquishing the position to devote more time to the direction of the libraries. He is a graduate of St. Thomas College and the University of Scranton, Pennsylvania. He has his library science degree from Columbia University.

RELIGION

Appleton, LeRoy and Stephen Bridges. *Symbolism in Liturgical Art.* Scribner. 120 p. \$3.50

"134 symbols most commonly employed in Christian religious art and liturgical practice." There are Biblical references to both King James and Douai versions.

Aradi, Zsolt and others. *Pope John XXIII: An Authoritative Biography.* Farrar. 325 p. \$4.95

One of the more complete biographies of His Holiness. Emphasis is placed on his "diplomatic and pastoral career in the Byzantine World of Bulgaria, Turkey, and Greece." Good background for his proposed ecumenical council. It is a most interesting and informative story. It contains a selected bibliography and an appendix listing Popes and antipopes named John.

Amiot, Francois. *History of The Mass.* Tr. by Lancelot C. Sheppard. Hawthorn (Twentieth Century Encyclopedia of Catholicism), 141 p. \$2.95

This is a discussion of the Mass, giving briefly the origins and detailing the historical background for each step of the liturgy. Its interest should not be limited to Catholic audiences; it both inspires and enlightens.

Bowden, Henry Sebastian, comp. *The Following of the Saints: Miniature Lives of the Saints for Daily Meditation.* Ed. and rev. by Donald Atwater. Kenedy. 612 p. \$4.95

This work first published over 80 years ago now includes biographies of some saints canonized in recent years. The lives of men and women who have earned a special place in the Church Triumphant are here presented for contemplation, meditation, and inspiration.

Brusher, Joseph S. *Popes Through The Ages.* Van Nostrand. 530 p. \$14.95

There is no more interesting history than that of the Papacy. Here in lively brief biographies are all of the Popes from St. Peter to Pope John XXIII, each sketch accompanied by an illustration with some in color. It is an inspiring book. There are absorbing accounts of how Church customs and rites came into being. It is based on scholarly research and had the consultation of many authorities.

Connell, Francis J. *Father Connell Answers Moral Questions.* Ed. by Eugene J. Weitzel. Catholic University. 240 p. \$3.95

What is the moral stand on bathing beauty contests? Is going steady morally wrong? May a man cheat on illegal slot machines? Must parents pay for dam-

The selection of fiction for a list of this type continues to pose problems. This was emphasized during the year by the court's injunction against the Post Office Department for its attempt to keep from the mails a book declared by the department to be obscene but which continued on the so-called best-seller list for weeks.

A publishing announcement of great significance was the news that the Catholic University of America and the McGraw-Hill Publishing Company are to join hands in the publication of a New Catholic Encyclopedia—a long hoped for event. In the meantime we are happy to have the continuing publication of *The Twentieth Century Encyclopedia of Catholicism* at the rate of two volumes a month, a few of which are listed here specifically.

The number of publishers issuing books in paperback has increased greatly. Published during the year was a *Catalog of Catholic Paperbacks*, a list of over 750 books of Catholic interest.

The "Books for Children" section of this list was compiled by Anne Thaxter Eaton, Instructor in St. John's University Graduate School, Department of Library Science and an outstanding and well-known authority in her field.

ages brought about by their children? These and many other questions are answered by the renowned theologian.

Cox, Ronald. *It Is Paul Who Writes.* Based on the Translation of the Epistles of Saint Paul and of the Acts of the Apostles by Ronald Knox. Sheed. 487 p. \$4.50

A companion to the author's *The Gospel Story*. The Epistles are ordered chronologically. Following the arrangement of his previous book, the text is on the left page with the author's commentary, paragraph by paragraph, on the right page. Informative and scholarly.

Creedon, Lawrence P. and William D. Falcon. *United For Separation.* Bruce. 252 p. \$3.95

The authors show the prime mover behind the many current attacks on Catholicism to be the organization, called "Protestants and other Americans United for Separation of Church and State." The book is the result of two years study by the authors of the writings and speeches of the group. It is a timely book and one that should be of interest to all lovers of truth. A valuable reference source.

Daniel-Rops, Henri. *The Church in the Dark Ages.* Tr. by Audrey Butler. Dutton. 624 p. \$10

A scholarly and dramatic survey of the period of Saint Augustine to Gregory VII. The divine guidance of the Church is indeed shown in this contribution to the many histories of the period. Much as it pained the author he, nevertheless, tells the plain truth about the faults of the hierarchy and the laity. "The Church at every decisive moment in history always possesses a significant personality who seems to have been placed at the turning point of the centuries as God's own witness." This is illustrated by such men as Pope Leo I, Gregory I, and Saints Patrick, Boniface, and many others.

Dion, Philip E. *Basic Spiritual Means.* Wagner. 255 p. 1959. \$4.50

Father Dion's previous book *Keys to the Third Floor* treated of the objectives of holiness and positive Christian living. In this he treats of the nature of certain basic spiritual means of sanctification. It is a book to lead one along the straight path to spiritual self-fulfillment. Although written especially for Religious, the layman will find it consoling and inspiring.

Dougherty, John J. *Searching the Scriptures.* Doubleday. 240 p. \$3.95

For the laymen "who desire to engage in serious bible reading." A general historical background precedes the discussion of the sacred books and their writers. Recent biblical scholarship is presented in an appendix "Significance of Qumram." Although primarily intended for Catholic laymen it should be of interest to Protestants as well.

Duckett, Eleanor. *The Wandering Saints of the Early Middle Ages.* Norton. 319 p. \$5

A scholarly writer has delved into the history of the medieval saints, and from her researches we have this charming collection of lives set in proper historical perspective, with lines clearly drawn between fact and legend. The book is at once authoritative and entertaining.

Kelly, George A. *Catholic Family Handbook.* Foreword by Francis Cardinal Spellman. Random. \$4.95

As with his book *Catholic Marriage Manual*, Father Kelly presents in an appealing style answers to the many questions that many families want to know.

Lécuyer, Joseph. *What Is A Priest?* Tr. from the French by Lancelot C. Sheppard. Hawthorn (Twentieth Century Encyclopedia of Catholicism) 125 p. \$2.95

This book, which includes a valuable chapter on the priesthood of the faithful, studies the most important historical and doctrinal aspects of the priesthood as well as the steps in promotion within the hierarchy of the Church.

Maritain, Jacques. *The Degrees of Knowledge.* Newly translated from the fourth French edition under the supervision of Gerald B. Phelan. Scribner. 476 p. \$7.50

This work which first appeared in 1932, is a full exposition of Thomist epistem-



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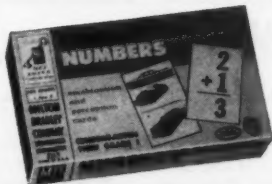


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ological principles and is probably the most important single work of the Thomist revival. Maritain is aware of the non-progressive elements of Thomism as is clear in his treatment of the modern natural sciences in relation to the traditional philosophy of nature.

Meadows, Denis. *A Short History of the Catholic Church.* Devin. 256 p. \$4.50

There is good coverage in small space of the origin and growth of the Roman Catholic Church, as well as of the great personalities of its 2000-year history. It is a popular presentation.

Merton, Thomas. *Secular Journal.* Farrar. 270 p. \$3.75

This is the private record kept between October 1939 and November 1941 when the author of *Seven Storey Mountain* was in his mid-twenties. Although in the preface he apologizes for his "youthful sarcasm," there is no trace of secularism. It is the reaction of a young man committed to the supernatural life of grace, Greenwich Village, Harlem, Cuba and St. Bonaventure University. One month after the last entry Thomas Merton entered the Trappist Monastery at Gethsemani.

d'Ormesson, Wladimir. *The Papacy.* Tr. by Michael Derrick. Hawthorn (Twentieth Century Encyclopedia of Catholicism), 142 p. \$2.95

With emphasis on the nineteenth and twentieth centuries the author has given a rapid and cursory view of his subject, beginning with the New Testament basis for the Primacy of Peter and his successors. A few pages at the end of the volume outline the life of Pope John XXIII. This historical approach to the nature of the office was written by a former French Ambassador to the Vatican.

Perrotta, Paul C. *Pope John XXIII, His Life and Character.* Nelson. 270 p. \$3.50

A more popular biography than the Aradi life noted above. Besides presenting the life of Pope John the book is a readable story of the Papacy, its history and ceremonials. A helpful volume for anyone unfamiliar with ecclesiastical procedure and ceremony. The author states his purpose to give "a clearer

picture of the aims of the papacy."

Ricciotti, Giuseppe. *The Age of Martyrs.* Tr. by Anthony Bull. Bruce. 305 p. \$4.95

Well known for his *Life of Christ* and *History of Israel*, the author here deals with the persecutions that preceded the conversion of the Roman Empire to Christianity. It covers the period from Diocletian to Constantine and it is in treating these two that gives sparkle to the book. An account of the chief heresies and schisms of the period is presented. To read of the individual martyrs is most inspiring.

Thompson, Paul Van Kuykendall. *Why I Am A Catholic.* Nelson. 204 p. \$2.75

Formerly an Episcopalian minister, now ten years after his conversion, the author gives "a personal account of the Catholic Church—its history, organization, teachings and its role in the world today." It is a remarkable summary of the Catholic Church, valuable not only for "inquirers" but also for "born Catholics."

Wouk, Herman. *This Is My God.* Doubleday. 356 p. \$3.95

The author of *The Caine Mutiny* has given us an inspirational picture of his orthodox Jewish faith. Mr. Wouk has performed a valuable service, not only for the members of his faith to whom the work will be a source of great pride, but also for Christians who have forgotten or are unaware of their Hebraic heritage.

SOCIAL SCIENCES

Aron, Raymond. *On War.* Doubleday. 163 p. \$3.50

In this penetrating essay on the present position of the nuclear impasse between East and West, the author offers little comfort for the plight of the world. However, the military strategy of limiting warfare to isolated battles in order to prevent the use of atomic weapons is certainly worthy of consideration.

Beatty, Jerome, Jr. *Show Me The Way To Go Home; The Commuter Story.* Crowell. 247 p. \$3.95

Have you ever run for a train in the morning or rushed just as fast to catch one in the evening and on many occasions been late to dinner because of delays of one kind or another? Well, Beatty presents an anthology of commuters' hard luck tales that you will enjoy no end. While you enjoy the humor, you can't help realizing the factualness and the problems of transportation, as more and more move to suburbia.

Brodie, Bernard. *Strategy in the Missile Age.* Princeton. 423 p. \$6.50

A provocative, objective analysis of our present defense strategy which, dedicated to the idea of deterrence, none-the-less seeks additional funds for striking power. Mr. Brodie believes we ought to concentrate on strengthening our capacity for self-defense, and at the same time, avoid all occasions where we might be compelled to use force.

Buckley, William F., Jr. *Up From Liberalism.* McDowell. 203 p. \$3.50

This is a witty and sharp attack on the meaning and manners of contemporary liberalism by the author of *God and Man at Yale*. Both liberals and conservatives will find room for argument with the author, who considers many aspects of the intellectual, social, and political life of contemporary America and is much concerned with the failure of conservatism in the U. S.

Cronin, John Francis. *Social Principles and Economic Life.* Bruce. 436 p. \$6.50

"Like its predecessor, *Catholic Social Principles*, this book offers an explanation of Catholic social principles in the light of American economic life."

Davidson, Eugene. *The Death and Life of Germany.* Knopf. 422 p. \$5.75

This is a documentary presentation of the amazing vitality of Western Germany as shown through its great development and progress since 1945. The hard work of its people has resulted in an almost unbelievable comeback through such key events as currency reform and the Berlin airlift.

Davidson, Irwin D. and Richard Gilman. *The Jury is Still Out.* Harper. 308 p. \$4.50

Another work on the subject of juvenile delinquency, it is the true story of the

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three months' trial of seven defendants accused of a brutal gang killing in New York. Davidson is the judge who sat at the trial. The authors consider the probation reports to be indictments of the teen-agers' parents and they conclude with a constructive plan for meeting the problem of crime by youngsters.

Djilas, Milovan. *Anatomy of a Moral.* Praeger. 181 p. \$2.95

This is a record of disillusionment with communism, by the author of *The New Class*. Originally written in 1953 as a series of newspaper articles, the work is here translated for the first time. He still writes as a communist in these articles seeking democracy within the framework of communism. Mr. Djilas once Tito's handpicked successor, is now serving a prison sentence in solitary confinement.

Greeley, Andrew M. *The Church and the Suburbs.* Sheed. 224 p. \$3.50

The results and effects of the shift in population on the organization and work of the church is presented in a most informative and inspiring manner. Analyzed are both the social and cultural forces. The reader may not always agree with Father Greeley's view but he will be the better for having read of the church in our evergrowing way of life in the suburbs.

Harrington, Alan. *Life in the Crystal Palace.* Knopf. 262 p. \$4.50

Corporation kindness, team cosiness, and overblown fringe benefits make life for the middle-management man a benevolent prison. The author lashes out at the conformity in junior executive circles, with its subsequent loss of vitality and individuality to American business enterprise.

Hsueh, Kuang-chien (Paul K. T. Sih). *Decision for China: Communism or Christianity.* Regnery. 262 p. \$4.50

Dr. Sih, Director of the Asian Institute, St. John's University, New York, presents a most penetrating picture of the modern scene in China. While the people may be dominated physically, they are not so spiritually. He hopes for trained political and intellectual Catholic leadership to bring a more cultural approach to China. The fate of Asia is the fate of China. The struggle is between Christ and Communism.

Kinkead, Eugene. *In Every War But One.* Norton. 219 p. \$3.75

A report of the author's inquiry into the Army's study of behavior of American prisoners in Korea. Some alarming findings emerge revealing either one or a combination of these possibilities accountable; unusual communist talent for indoctrination; inadequate Army training for behavior in the event of capture; home and school training which fail to inculcate in youth an awareness of the responsibilities required of mature citizens.

Larson, Arthur. *What We Are For.* Harper. 173 p. \$2.95

Pious avowals against communism are not enough, says the author. The goals

of a democratic society must be restated and this is just what Mr. Larson does in this penetrating book.

Levine, Isaac Don. *The Mind of an Assassin.* Farrar. 232 p. \$4.50

The story of the assassination of Leon Trotsky, and the life of Trotsky's murderer, illustrating the evil to which communists will resort in order to advance their cause. Here is the mind we are asked to live with in co-existence. The author claims "to make proof of the assassin's identity self-evident and irrefutable."

Lynch, William F. *The Image Industries.* Sheed. 159 p. \$3.50

A moral and critical study of the movies and television. The author believes it is time the artist, the theologian, the critic and the university faculty join hands in an effort to raise the level of both media and halt the trend to mix reality and fantasy.

Marcus, Abraham, and Rebecca. *Tomorrow the Moon!* Planes, missiles, satellites, space travel. Prentice. 150 p. \$3.50

A concise volume crammed with facts about missiles, rockets, and space, and how we are going to launch a man into space. For the general reader who finds today's headlines mysterious and/or unbelievable.

Mayer, Frederick. *Our Troubled Youth.* Public Affairs. 93 p. \$2.50

A small book but one that adds con-

siderably to one of our most pressing problems. It is another plea for understanding, for punishment when needed, but above all for prevention of delinquency. From his experience in guidance he sees as two contributing factors the lack of love in the home, and, of course, the resulting breaking up of the home by divorce. As the book by Davidson and Gelman points out: when the parents grow up, their children will follow suit.

Medina, Harold. *The Anatomy of Freedom.* Holt. 178 p. \$3.50

Fifteen essays with the general theme of freedom by the judge who presided at the nine months long trial of eleven members of the Communist Party. He speaks with wisdom and great spiritual integrity. His thoughts are both provocative and stimulating and at all times very readable.

Packard, Vance. *The Status Seekers.* McKay. 376 p. \$4.50

Taking the collected facts and results of previous surveys dealing with classes and society, the author of *The Hidden Persuaders*, voices his theories of modern class behavior. He defines, illustrates, and elaborates on the current requisites for class leadership. It is a "penetrating book that provides a thorough and disturbing portrait of the more unlovely aspects of the American social landscape." His style and humor make for an entertaining book.

Schwartz, Bernard. *The Professor and the Commissions.* Knopf. 275 p. \$4

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THE 1960 CATHOLIC CALENDAR

of Fast and Abstinence for Lent, the Ember Days and the Vigils

GENERAL INFORMATION

1. **ABSTINENCE:** All Catholics over seven years of age are bound to observe the law of abstinence. It obliges in two ways.

a) **PARTIAL ABSTINENCE:** on Ember Wednesdays and Saturdays and the Vigil of Pentecost. The law of partial abstinence means that meat and soup or gravy made from meat may be taken only **ONCE**, a day at the principal meal. The law obliges even those who are not bound to fast, or who are excused or dispensed from the law of fasting.

b) **COMPLETE ABSTINENCE:** on Fridays (except when a Holyday of Obligation falls on a Friday, when the law of abstinence ceases), Ash Wednesday, and the Vigils of the Immaculate Conception and Christmas. The law of complete abstinence prohibits the use of meat and soup or gravy made from meat.

2. **FAST:** All Catholics over twenty-one and under fifty-nine years of age (unless they are excused or have been dispensed) are bound to observe the law of fast. On days of fast, only one full meal is allowed. Two other meatless meals, sufficient to maintain strength, may be taken, but together they should not equal another full meal. The fast can be affected in three ways by the abstinence.

a) **PART, PARTIAL ABSTINENCE:** In this case the abstinence is part of the fast, and, therefore, those who are not obliged to fast do not have to abstain. This is the rule on the weekdays of Lent, except Ash Wednesday, the Fridays and the Ember Days.

b) **FAST, PARTIAL ABSTINENCE:** In this case the abstinence is to be observed even by those who are not fasting. This is the rule on Ember Wednesdays and Saturdays and the Vigil of Pentecost.

c) **FAST, COMPLETE ABSTINENCE:** In this case full abstinence from meat must be observed even by those who are not fasting. This is the rule on Ash Wednesday, the Fridays of Lent, Ember Fridays, and the Vigils of the Immaculate Conception and Christmas.

They are excused from the fast whose health or ability to work would be seriously affected. In doubt concerning fast or abstinence, a parish priest or confessor should be consulted.

NOTE: Because Sundays have no fast and no abstinence, Sundays are omitted from this calendar.

COMPILED BY Rev. Salvatore Pantano, O.F.M. Conv.
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MARCH 2 Ash Wednesday Under 7—No Fast, No Abstinence 7 & under 21—No Fast, Comp. Abstinence 21 & under 59—Fast, Comp. Abstinence Over 59—No Fast, Complete Abstinence	MARCH 3 Thursday after Ash Wednesday Under 7—No Fast, No Abstinence 7 & under 21—No Fast, No Abstinence 21 & under 59—Fast (Partial Abstinence) Over 59—No Fast, No Abstinence	MARCH 4 Friday after Ash Wednesday St. George, Confessor Under 7—No Fast, No Abstinence 7 & under 21—No Fast, Comp. Abstinence 21 & under 59—Fast (Partial Abstinence) Over 59—No Fast, Complete Abstinence	MARCH 5 Saturday after Ash Wednesday Under 7—No Fast, No Abstinence 7 & under 21—No Fast, No Abstinence 21 & under 59—Fast (Partial Abstinence) Over 59—No Fast, No Abstinence	MARCH 7 Monday after 1st Sunday in Lent St. Thomas Aquinas, Confessor Doctor of the Church Under 7—No Fast, No Abstinence 7 & under 21—No Fast, No Abstinence 21 & under 59—Fast (Partial Abstinence) Over 59—No Fast, No Abstinence
MARCH 8 Tuesday after 1st Sunday in Lent St. John of God, Confessor Under 7—No Fast, No Abstinence 7 & under 21—No Fast, No Abstinence 21 & under 59—Fast (Partial Abstinence) Over 59—No Fast, No Abstinence	MARCH 9 Wednesday after 1st Sunday in Lent St. Francis of Assisi, Friar Under 7—No Fast, No Abstinence 7 & under 21—No Fast (Partial Abstinence) 21 & under 59—Fast (Partial Abstinence) Over 59—No Fast, No Abstinence	MARCH 10 Thursday after 1st Sunday in Lent Purification of the Virgin Mary Under 7—No Fast, No Abstinence 7 & under 21—No Fast, No Abstinence 21 & under 59—Fast (Partial Abstinence) Over 59—No Fast, No Abstinence	MARCH 11 Friday in Lent Under 7—No Fast, No Abstinence 7 & under 21—No Fast, Comp. Abstinence 21 & under 59—Fast, Comp. Abstinence Over 59—No Fast, Complete Abstinence	MARCH 12 Sabbath Saturday in Lent St. Gregory, Pope Confessor, Doctor of the Church Under 7—No Fast, No Abstinence 7 & under 21—No Fast (Partial Abstinence) 21 & under 59—Fast (Partial Abstinence) Over 59—No Fast (Partial Abstinence)
MARCH 14 Monday after 2nd Sunday in Lent Under 7—No Fast, No Abstinence 7 & under 21—No Fast, No Abstinence 21 & under 59—Fast (Partial Abstinence) Over 59—No Fast, No Abstinence	MARCH 15 Tuesday after 2nd Sunday in Lent Under 7—No Fast, No Abstinence 7 & under 21—No Fast, No Abstinence 21 & under 59—Fast (Partial Abstinence) Over 59—No Fast, No Abstinence	MARCH 16 Wednesday after 2nd Sunday in Lent Under 7—No Fast, No Abstinence 7 & under 21—No Fast, No Abstinence 21 & under 59—Fast (Partial Abstinence) Over 59—No Fast, No Abstinence	MARCH 17 Thursday after 2nd Sunday in Lent St. Patrick, Bishop, Confessor Under 7—No Fast, No Abstinence 7 & under 21—No Fast, No Abstinence 21 & under 59—Fast (Partial Abstinence) Over 59—No Fast, No Abstinence	MARCH 18 Friday after 2nd Sunday in Lent St. Cyril of Jerusalem, Bishop Confessor, Doctor of the Church Under 7—No Fast, No Abstinence 7 & under 21—No Fast, Comp. Abstinence 21 & under 59—Fast, Comp. Abstinence Over 59—No Fast, Complete Abstinence
MARCH 19 Saturday after 2nd Sunday in Lent St. Joseph, Son of the Blessed Virgin Confessor, Protector of the Universal Church Under 7—No Fast, No Abstinence 7 & under 21—No Fast, No Abstinence 21 & under 59—Fast (Partial Abstinence) Over 59—No Fast, No Abstinence	MARCH 21 Monday after 3rd Sunday in Lent St. Benedict, Abbot Under 7—No Fast, No Abstinence 7 & under 21—No Fast, No Abstinence 21 & under 59—Fast (Partial Abstinence) Over 59—No Fast, No Abstinence	MARCH 22 Tuesday after 3rd Sunday in Lent St. Soliman, the Farmer, Confessor Under 7—No Fast, No Abstinence 7 & under 21—No Fast, No Abstinence 21 & under 59—Fast (Partial Abstinence) Over 59—No Fast, No Abstinence	MARCH 23 Wednesday after 3rd Sunday in Lent Under 7—No Fast, No Abstinence 7 & under 21—No Fast, No Abstinence 21 & under 59—Fast (Partial Abstinence) Over 59—No Fast, No Abstinence	MARCH 24 Thursday after 3rd Sunday in Lent St. Gabriel, Archangel Under 7—No Fast, No Abstinence 7 & under 21—No Fast, No Abstinence 21 & under 59—Fast (Partial Abstinence) Over 59—No Fast, No Abstinence
MARCH 25 Friday after 3rd Sunday in Lent Annunciation of the Blessed Virgin Under 7—No Fast, No Abstinence 7 & under 21—No Fast, Comp. Abstinence 21 & under 59—Fast, Comp. Abstinence Over 59—No Fast, Complete Abstinence	MARCH 26 Saturday after 3rd Sunday in Lent Under 7—No Fast, No Abstinence 7 & under 21—No Fast, No Abstinence 21 & under 59—Fast (Partial Abstinence) Over 59—No Fast, No Abstinence	MARCH 28 Monday after 4th Sunday in Lent Under 7—No Fast, No Abstinence 7 & under 21—No Fast, No Abstinence 21 & under 59—Fast (Partial Abstinence) Over 59—No Fast, No Abstinence	MARCH 29 Tuesday after 4th Sunday in Lent Under 7—No Fast, No Abstinence 7 & under 21—No Fast, No Abstinence 21 & under 59—Fast (Partial Abstinence) Over 59—No Fast, No Abstinence	MARCH 30 Wednesday after 4th Sunday in Lent Under 7—No Fast, No Abstinence 7 & under 21—No Fast, No Abstinence 21 & under 59—Fast (Partial Abstinence) Over 59—No Fast, No Abstinence

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Regulatory governmental commissions have long been the target of attack by legislators. Mr. Schwartz, sent to Washington as chief counsel for the Legislative Oversight Subcommittee, found the criticism of the agencies all too just, and reforms urgently needed. He returned a bitter and angry man, and in his book describes his experience and pleads for reform.

Sheehan, Arthur. *Peter Maurin: Gay Believer.* Hanover. \$3.75

This is the story of a great Catholic social crusader of this century. It was he, who, with Dorothy Day, founded the weekly newspaper *The Catholic Worker*, as an answer to the communists' daily. He also helped establish the Catholic worker movement. Before his death in 1949 he had become well-known as a rather unique social thinker—and withal a saintly man.

Stevenson, Adlai E. *Friends and Enemies.* Harper. 102 p. \$2.95

Mr. Stevenson's impressions during a visit to Russia in 1958 first appeared in newspaper form. For the reader who missed them, they are collected in this slim volume; for the reader who did not, there are two additional chapters containing sage comment on peaceful co-existence, between the West and the U.S.S.R.

Vellie, Lester. *Labor U.S.A.* Harper. 318 p. \$4.95

The recent congressional hearings have brought to the attention of the American public a rather shocking picture of labor unions in this country. Here is presented a well-balanced and absorbing treatment of the world of labor—its leaders, its achievements, its faults. It is a frank exposition of the corruption that exists in some unions.

Walker, Richard Louis. *The Continuing Struggle: Communist China and the Free World.* Athene. 155 p. \$3

An excellent, well-documented account of the present situation in China, with a detailed analysis of the pressures exerted by the communists in their campaign toward expansion in East Asia.

Ward, Barbara. *Five Ideas that Change the World.* Norton. 181 p. \$3.75

Lectures delivered in the University of Ghana where the author has lived for several years. Her deep knowledge of politics and economics is very apparent as she discusses Materialism, Industrialism, Colonialism, Communism, and Internationalism before a largely African audience. They provide a sensitive and sensible account of world problems.

Werner, Morris R. and John Starr. *Teapot Dome.* Viking. 306 p. \$5

A brilliant report of the national scandal in the twenties which featured flagrant misdeeds in high places.

Winance, Eleutherius. *The Communist Persuasion.* Kenedy. \$3.95

A penetrating analysis of the methods used by the present leaders of China to impose a new ideology on their country and to transform its customs and institutions. It shows the effectiveness of

constant and unrelenting indoctrination on the human mind. The author tells what it was like to undergo a year and a half of brainwashing, not physical, but in the form of daily harassment and humiliation. These are the people some would like to see this country recognize and bring into the family of nations.

EDUCATION

Barzun, Jacques. *The House of Intellect.* Harper. 274 p. \$5

The author of *Teacher in America* has again dipped his pen in vitriol, this time assailing current attitudes toward education. He draws a distinction between the intellect and intelligence, stating that there is little time for thinking (intellect) in our present educational system. The work is a must for those who wish restored a respect for learning. He demonstrates how the House of Intellect has been undermined by art, science, and philanthropy.

Blum, Virgil C. *Freedom of Choice in Education.* Macmillan. 230 p. \$3.95

Father Blum is concerned with the true freedom of choice in education. No state has the right to dictate the philosophy or theology of education and certainly should not be against all organized religion. He proposes a tax credit or certificate plan for justly distributing tax funds of nation and state. Such a plan as he proposes would give parents true freedom of choice. It should benefit the private college and university.

Conant, James Bryant. *The Child, the Parent, and the State.* Harvard. \$3.50

An enlargement on his famous outline, *The American High School Today*. He attempts to show how with sound thinking and a constructive approach American schools can be improved without

radical change. He describes the needs and gives an analysis of what can be done—how a program of improvement can be financed.

Griffith, Thomas. *Waist-High Culture.* Harper. 275 p. \$4

A thoughtful analysis of contemporary American life, which deplores our current trend toward intellectual immaturity.

McCluskey, Neil G. *Catholic Viewpoint on Education.* Hanover. 192 p. \$3.50

One of the most timely subjects of the day is here treated in a calm objective way. He gives a clear statement of the Church's position on education. It should be welcomed by all.

McCluskey, Neil Gerard. *Public Schools and Moral Education.* Columbia. 315 p. \$6

The author, a Jesuit, considers the search for a philosophy of American public school education in our pluralistic society and the solutions offered by Horace Mann, William Torrey Harris, and John Dewey. He concludes that the educational philosophies of these men have been responsible for the elimination of religious education in the public schools and believes a remedy must be found to correct this situation.

Nutting, Willis D. *Schools and the Means of Education.* Fides. 126 p. \$3.95

A distinguished educator's outspoken statement on education (and the lack of it) in American schools. The schools cannot do the job alone, but parents, the neighborhood, and older adults can and must supplement the work of the schools.

Rickover, Hyman George. *Education and Freedom.* Dutton. 256 p. \$3.50

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Rickover lashes out at the "education-ists" whom he considers responsible for the mediocrity of our students.

Root, E. Merrill. *Brain Washing in the High Schools.* Devin. 277 p. \$4.50

"What American schools need is a thorough housecleaning." That is the author's conclusion after examining eleven American history textbooks used in the Evanston, Illinois school system. To him they are entirely too liberal and socialistic in their point of view, and he is quite concerned about their harmful influence on our younger generation.

Saalfeld, Lawrence J. *Guidance and Counseling for Catholic Schools.* Loyola. 264 p. \$4.50

The preface calls this a "how-to-do-it" manual. It is based on the actual experience of Central Catholic High School, Portland, Oregon, in carrying out a program of guidance, in religious, vocational, educational, and other guidance areas, with limited funds. Fifty pages of forms, questionnaires, and other materials are presented together with valuable bibliographies with each chapter.

Standing, E. M. Maria Montessori. Academy Guild. 354 p. \$5.25

Among the figures that have dominated modern education is the much misunderstood Maria Montessori. She discovered that children have a passion for work and order and for self discipline that has to be encouraged and not enforced. Every Catholic interested in education should welcome this account of the Montessori method—the life work of a great Catholic educator.

LANGUAGE AND LETTERS

Eliot, Thomas Stearns. *The Elder Statesman; a Play.* Farrar. 134 p. \$3.75

A verse play in simple language dealing with such complex subjects as aging and the bonds between parents and children. It concludes that we must acknowledge our guilt before interior peace can be obtained.

Gardiner, Harold Charles. *In All Conscience; Reflections on Books and Culture.* Hanover. 288 p. \$3.95

The well known literary editor of *American Literature* has here collected some of his writings on the literary scene. One may not always agree with the view expressed but will nevertheless benefit from the penetrating analysis of American culture as mirrored in literature and other communication media. In the preface he states—"I trust that none of the following pieces will be found to be moralizing in tone; but I trust equally that a moral judgment will be in evidence whenever it is called for."

Hart, Moss. *Act One; an Autobiography.* Random. 444 p. \$5

This is an objective and candid work

on "show business," as practiced in this country. Written in clean and often funny prose, the book maintains its fascination throughout its length.

McGinley, Phyllis. *The Providence of the Heart.* Viking. 181 p. \$3

Turning from her customary light verse the author in a series of essays, touched with a bit of irony, discusses love, womanhood, illiteracy, men, gardens, and suburban living. These are grouped under such headings as "Unorthodoxies," "Frivolities," and "From My Terrace." She has a graceful style.

Strunk, W. and E. B. White. *Elements of Style.* Macmillan. 71 p. \$2.50

A compact guide giving clear and useful information about the best possible writing style.

SCIENCE

Air Force Magazine. *Space Weapons.* Praeger. 239 p. \$5

Our present position on space weapons, our designs for future space vehicles, and the problem of getting man into space and back are some of the topics discussed in this excellent volume compiled by the editors of *Air Force Magazine*. The articles are by the leading military, scientific, and administrative men in our present space program.

Boehm, George A. and the Editors of Fortune. *The New World of Mathematics.* Dial. 128 p. \$2.50

Although Mr. Boehm is not afraid of translating difficult concepts into terms intelligible to the layman, this work is much more than a popularization of the subject. It shows how mathematics provides intellectual tools for space scientists and yet remains one of the most poorly taught subjects in American schools. He pleads for changes that are necessary to correct this situation.

Carrington, Richard. *Elephants.* A Short Account of their Natural History, Evolution and Influence on Mankind. Ill. by Maurice Wilson and others. Basic. 272 p. \$5

The author's fresh and interesting approach to Natural history brings information on both living and extinct elephants. The elephant, he notes, has become a symbol of the wonder and beauty of the natural world. An extensive bibliography is an invitation to know more about such an intriguing creature.

Clarke, Arthur C. *The Challenge of the Space-Ship: Preview of Tomorrow's World.* Harper. 212 p. \$3.50

This is a collection of short lectures and magazine articles encompassing fact and semi-fiction and ranging from the Star of Bethlehem to the new science of radio astronomy. It contains many startling ideas resulting from the author's applying his technical knowledge to hypothetical situations.

Kieran, John. *A Natural History of New York City.* A personal report after

fifty years of study and enjoyment of wildlife within the boundaries of greater New York. Illus. by Henry Bugbee Kane. Houghton. 428 p. \$5.75

A discussion of the variety of plant and animal life in New York City as well as its geology, geography, and climate, including check lists and fold guides. This perceptive study should appeal to nature lovers anywhere.

Parkin, Charles M., Jr. *The Rocket Handbook for Amateurs: An Illustrated Guide to the Safe Construction, Testing, and Launching of Model Rockets.* Day. 306 p. \$5.95

This is the first attempt to demonstrate for the amateur the necessary basic knowledge for understanding rockets and their characteristics. It covers everything from organizing a rocket club to launching a model rocket. A comprehensive and well-illustrated survey that will be of interest and benefit to rocket enthusiasts of all ages.

Stumpff, Karl. *Planet Earth.* Michigan. 191 p. \$5

The interest in space research has naturally resulted in an interest in earth research. Anyone with a passing interest in science will find this book an interesting discussion of the devices used to probe the mysteries of earth.

TRAVEL

Anderson, William R. and Clay Blair. *Nautilus 90 North.* World. 251 p. \$3.95

The authentic and authoritative story of the successful Pacific to Atlantic crossing under the Arctic ice-cap by a submarine. It details the careful planning, the cooperation between civilian and military personnel and the secret preparations of "Operation Sunshine." The story is related by the commander of the nuclear sub.

Atkinson, Alex. *By Rocking-Chair Across America.* Illus. by Ronald Searle. Funk. 111 p. \$3.95

The author, detached because he has never been to America, paints an imaginary and satirical portrait of life in these United States. His acute observation from afar combined with the fine cartoons of Ronald Searle make an hilarious and annoyingly accurate picture.

Bruckberger, Raymond L. *Image of America.* Tr. from the French by C. G. Paulding and Virgilia Peterson. Viking. 277 p. \$4.50

The Dominican author, a Frenchman, presents us with an interpretation of American civilization, viewed politically, industrially, and socially. His eight years in this country has left him very pro-American in the belief that this country is a bulwark against the spread of communism. To Father Bruckberger, the spirit of the Declaration of Independence, to him a magnificent document, must be America's guiding light.

Horgan, Paul. *Rome Eternal.* Farrar. 196 p. \$4.50

Here in print is the series of four half-hour television films produced by the National Council of Catholic Men—a most memorable presentation. In excellent photography four periods of Rome's history are presented—Pagan, Early Christian, Renaissance, Modern. A wonderful picture of the Eternal City.

McCarthy, Mary. *The Stones of Venice.* Harcourt. 129 p. \$15

A brilliant evocation of the political and social history of Florence as well as an analysis of her art, letters, and science, by a writer with a superb style. The photographs are magnificent.

Meeker, Oden. *Little World of Laos; with a Picture Essay by Homer Page.* Scribner. 256 p. \$4.50

An informal potpourri of political, economic, social, and cultural information of this small country in the Indo-Chinese Peninsula. The story is told by a recent head of the local CARE mission in a pleasant and colloquial style.

Stark, Freya. *Alexander's Path.* Harcourt. 283 p. \$6.75

In visiting the scene of Alexander's March from Miletus to Phrygia, Miss Stark offers ancient history, highlights of mythology, some travel history as well as a glimpse into life in Southern Turkey today. A delightful book enhanced by magnificent photographs.

Levine, Irving R. *Main Street, U.S.S.R.* Doubleday. 408 p. \$4.50

Packed with information about daily life, and enriched with anecdotes, this account of an NBC reporter's visit to Moscow makes for interesting reading.

Wibberley, Leonard. *No Garlic in the Soup.* Ives. 212 p. \$3.75

A gay account of a winter the Wibberley family spent in Portugal. As sojourns in so-called inexpensive countries frequently turn out to be less than bargains, this amusing narrative recalls some of the tribulations, monetary, and otherwise, sustained during their stay. It makes pleasant reading.

HISTORY

Cameron, James. 1914. Rinehart. 278 p. \$3.95

A human-interest account for the general reader's information and leisure reading of almost everything of importance that happened during the year that marked the end of an age. A well written history bringing to life the events, ideas, and personalities of the time.

DeGaulle, Charles. *The War Memoirs of Charles DeGaulle, Unity 1942-44.* Tr. by Richard Howard. Simon. 387 p. \$6

As president of the Fifth Republic of France, DeGaulle's memoirs have an interest which they might not otherwise have. France in exile turned to him in a dark moment as he personified for the

people the spirit of liberty and pride in the greatness of France. His recall to the Presidency and his actions seem to repeat history. It is a frank review of tremendous obstacles overcome.

Divine, David. *The Nine Days of Dunkirk.* Norton. 308 p. \$3.95

Probably one of the greatest sea rescues, or retreats if you will, in history. A thrilling day by day recital of the rallying of both naval and civilian craft of all kinds gathered to evacuate the British Army from defeat. It is full of adventure and excitement.

Doenitz, Karl. *Memoirs.* World. 500 p. \$6

Here is the story of the German submarine service written by the man who developed the "wolf pack" strategy of naval warfare, the successes of which are given in considerable detail. The book describes the build-up, training, and operation of the German U-boat fleet. It is subjective and often bitter but nevertheless one of the most important works to come out of the German side of World War II.

Fleming, Peter. *The Siege at Peking.* Harper. 273 p. \$4

The Boxer Rebellion, a fantastic episode in the early history of China's relations with the West, is here vividly reconstructed by a journalist with a knowledge of China through many visits, who has had access to many unpublished papers and diaries bearing on the siege.

Langelaan, George. *The Marks of War.* Doubleday. 284 p. \$3.95

As suspenseful as any mystery story is this recital of a personal journal of wartime espionage written with modesty, sincerity, and humor. Especially interesting is the description of the school for training secret agents in England. It is more exciting than any cloak and dagger fiction.

Ross Williamson, Hugh. *The Conspirators and the Crown.* Hawthorn. 222 p. \$3.95

A very readable presentation of a turbulent period in English history. The short reign of Mary Tudor and the various plots and conspiracies to put Elizabeth on the throne.

Schlesinger, Arthur M., Jr. *The Coming of the New Deal.* Houghton. 669 p. \$6.75

Another volume in the series: "The Age of Roosevelt." This work concentrates on the domestic problems of 1933-1934. It is a surprisingly objective view of the problems inherent in the development of the New Deal which is discussed largely through the personalities involved. A worthwhile contribution to recent U. S. history.

Spanier, John W. *The Truman-MacArthur Controversy and the Korean War.* Harvard. 311 p. \$6.50

From apparently excellent sources the author examines the cause of one of the greatest national controversies of the century. The lack of rapport between the men as shown probably necessitated the dismissal but the General is pictured

as doing his militarily best within the political restrictions imposed upon him.

Suteliff, Rosemary. *Rider on a White Horse.* Coward. 320 p. \$4.50

A well-written, masterfully presented episode which occurred during England's Civil War, during the reign of Charles I. It is the true story of Lord Fairfax and his brave and heroic wife Anne. It is a thrilling recital of her devotion as she rode side by side with her husband from battle to battle.

Toland, John. *Battle; the Story of the Bulge.* Random. 400 p. \$5

The classic reply of General McAuliffe to the demand for surrender will long be remembered. Here is the story of the GI who brought victory from the brink of defeat. Christmas 1944 will long remain one of the memorable dates in our military history. It is a good war story, well documented, illustrated, and indexed.

BIOGRAPHY

Beahn, John Edward. *A Man Cleansed by God; a Novel Based on St. Patrick's Confessions.* Newman. 175 p. \$3.75

Using the confessions the author reconstructs the period of the saint's life "when he was prepared by a miracle of grace, for the great work as the Apostle of Ireland."

Brooks, Van Wyck. *Howells, His Life and Work.* Dutton. 296 p. \$5

A warm sympathetic appreciation of Dean Howells, distinguished American critic, who for fifty years after the Civil War dominated the American literary scene.

Campanella, Roy. *It's Good to Be Alive.* Little. 306 p. \$4.50

An opportunity to meet the real Campy. One need not be a baseball fan to enjoy this heroic story. His exemplary character shines through page after page. It is a real heart-warming story of the long road before his acceptance in organized baseball, of his success when given the chance, and of his great courage despite the paralysis after his tragic accident.

Collier, Eric. *Three Against the Wilderness.* Dutton. 349 p. \$4.95

For the lovers of the outdoors here are the heartaches, humor, and hard work of a family fighting the forces of nature to bring alive again, with all its rustic beauty a section of the wilderness in British Columbia.

Cronin, Vincent. *A Pearl to India.* Dutton. 297 p. \$4.50

The author has chosen for his subject another Jesuit Missionary as in his previous *The Wise Man from the West*. This time it is Robert de Nobili, S.J., a saintly missionary, who adopted the ways of the country, India, to attract converts. Although not always understood, his methods were eventually ac-

cepted. A thrilling story of an unconventional missionary.

Fourrey, René. *The Curé D'Ars: a Pictorial Biography.* Kenedy. \$10

This is a handsome volume illustrating photographically the life of St. John Vianney, patron of the world's clergy, and showing the fascinating development of his character.

Golden, Harry. *For 2 cents Plain.* World. 313 p. \$4

The same lively and miscellaneous chatter as is found in the author's previously published book, *Only in America*. There is an affectionate re-creation of the writer's life in New York's lower East Side. The political and religious impressions presented here may provoke friendly disagreement but what interests Mr. Golden will also interest the reader.

Goudge, Elizabeth. *My God and My All: the Life of St. Francis of Assisi.* Coward. 316 p. \$4.95

It would be difficult to find a lovelier or more poetic biography on the Man of Assisi than this. The author, a gifted story teller, endows her characters with great vividness and beauty, setting them effectively against the social and religious background of Italy in the twelfth century.

Green, Peter. *Kenneth Grahame: a Biography.* World. 400 p. \$6

Anyone who has read *Wind in the Willows* should enjoy this biography of its author which presents a rewarding view of London's society at the turn of the century. It is Mr. Green's opinion that Kenneth Grahame's greatest tragedy lay in his inability to come to terms with reality.

Josephson, Matthew. *Edison: a Biography.* McGraw. 523 p. \$6.95

An objective biography based on much previously unpublished material. With remarkable clarity the author traces Edison's development from his childhood to his position as inventor and perfecter of the telegraph transmitter and receiver, the phonograph, and the incandescent lamp. This last is given much attention. Mr. Josephson tells us how the patents on inventions of others were acquired by Edison who then placed his label on them.

Leech, Margaret. *In the Days of McKinley.* Harper. 686 p. \$6.95

McKinley the man and the men around him are brought to life. It is a sympathetic portrayal but not uncritical. The author treats the latter part of the nineteenth century with great skill. McKinley was afraid of power but took on responsibilities even though unable to discharge them.

Manchester, William. *A Rockefeller Family Portrait: From John D. to Nelson.* Little. 187 p. \$3.95

The emergence of Nelson as a national figure should make this a popular family biography. Both family resemblances as well as differences are noted. The author's preference leans toward John D.

Martin, Betty. *No One Must Ever Know.* Doubleday. 231 p. \$3.75

If one has read *The Miracle at Carville* he will want to follow Betty and her husband into the world, outside the sanitarium, in their search for happiness and understanding, especially the latter for Hansen patients.

Maurois, André. *The Life of Sir Alexander Fleming.* Dutton. 293 p. \$5

It is fortunate for many suffering people that this brilliant mind was diverted from the field of surgery to that of bacteriology. Despite the modest devotion to his calling, Dr. Fleming often referred to his "luck" in discovering penicillin; he never pushed or abandoned his views.

Mazo, Earl. *Richard Nixon: a Political and Personal Portrait.* Harper. 309 p. \$3.95

Although this might be thought of as political propaganda, the author, nevertheless, attempts to give an unbiased close-up of the vice-president. The period of Nixon's life before entering politics is only briefly treated. The book details his many tours abroad and his many presidential assignments, and centers on the Hiss case as the cornerstone of his political career.

Morison, Samuel Eliot. *John Paul Jones.* Little. 480 p. \$6.50

An exhaustive and well documented biography of the "Father of the U. S. Navy." The author presents him as a strong character, well deserving to be called a "real fighting man." Mr. Morison corrects many false impressions than other biographers have had about the great sailor.

Pasternak, Boris. *I Remember.* Sketch for an Autobiography. Tr. by David Margarschak, with an Essay on Translating Shakespeare. Pantheon. 191 p. \$3.75

The author of the penetrating best-selling novel *Dr. Zhivago* presents a brief but honest "sketch." There is not much about his personal life but very interesting observations on the people and places he knew in his youth. He is critical of his early writings which were undoubtedly dictated by the regime. The essay on Shakespeare's poetic style and the use of rhythm in several plays is a rewarding addition to the book.

Palocz-Howath, George. *The Undeclared.* Little. 305 p. \$4.50

What does communism mean to the freedom we know? The author, another disillusioned communist, details how by lies it seeks to distort truth and the real meaning of freedom. A Budapest writer and journalist, he turned ideologically against communism during his imprisonment under the Rakosi dictatorship. The experiences expressed are savage and frightening.

Pius II, Pope. *Memoirs of a Renaissance Pope: the Commentaries of Pius II.* An abridgment; tr. by Florence A. Gregg; ed. by Leona C. Gabel. Putnam. 381 p. \$6

These commentaries by the only Pope who left an autobiography cover his life

and pontificate to within a few years of his death. Skillfully abridged they are an illuminating source on fifteenth century Europe.

St. John, Robert. *Ben Gurion; the Biography of an Extraordinary Man.* Doubleday. 336 p. \$3.95

Israel's Prime Minister as a person rather than as a personage. A biography that gives a history of Zionism and an account of Israel's evolution from an idea to a country.

Thurber, James. *My Years With Ross.* Little. 310 p. \$5

This is an affectionate portrait of the meticulous and often exasperating creator of the *New Yorker* magazine, Harold Ross. Replete with anecdote this emerges as a revealing memoir of Ross, and an engaging history of the magazine.

Woodgate, M. V. *Saint Vincent de Paul.* Newman. 136 p. \$2.95

While we celebrate this year the Tercentenary of the Death of St. Vincent it is well to review his life. This volume briefly but adequately covers the Saint's career and perhaps will stimulate a desire to learn more about the "Apostle of Charity"; "Father of Modern Social Service"; Founder of the Vincentians and of the Daughters of Charity.

FICTION

Bristow, Gwen. *Celia Garth.* Crowell. 406 p. \$4.50

A pleasant, romantic novel with its setting in Charleston, South Carolina, during the American Revolution. Essentially the story of Celia Garth, who became involved in the rebel cause and served as a listening-post spy for Francis Marion's men. A well paced story of adventure and patriotism.

Catto, Max. *The Devil at Four O'Clock.* Morrow. 248 p. \$3.50

In this stirring novel of violence and disaster, three convicts unite with a priest in an heroic endeavor, the rescue of some leprosy children and their nurses and doctor from an erupting island-volcano in the Pacific, whence the entire populace has fled. A gripping story excellently plotted.

Costain, Thomas B. *The Darkness and the Dawn.* Doubleday. 478 p. \$3.95

Once again, history is re-created as such figures as Attila the Hun, the fearful tyrant of his age; Aetius, his enemy; Honoria who loved Attila; and the beautiful Ildico, reputed to be the last wife of Attila, flash across the pages of this highly exciting and romantic book.

De Wohl, Louis. *Citadel of God.* Lippincott. 311 p. \$3.95

A story of St. Benedict and the founding of Monte Cassino told in the pleasant readable style that one has come to expect from the author who has written several novels with saints as the main character. Little known facts of history

are recalled but always with a spiritual purpose. Benedict is the symbol of eternity and of all that's good as opposed to worldly chaos and futility.

Jackson, Shirley. *The Haunting of Hill House.* Viking. 246 p. \$3.95

A scholar, investigating psychic phenomena, rents Hill House, a deliberately ill-designed house with a history of family disasters. Nothing less than a horror story could ensue from this, and nothing does. A spine tingling tale.

Kessel, Joseph. *Lion.* Knopf. 244 p. \$3.75

The setting of this astonishing tale is a game preserve in Kenya; the heroine an eleven year old girl whose remarkable power over wild beasts leads to a fantastic love for a full-grown lion she has raised from a cub. An unusual story, masterfully told.

Keyes, Frances Parkinson. *Station Wagon in Spain;* a novel. Farrar. 299 p. \$3.95

Mrs. Keyes can always be depended upon to tell a good story and to entertain even though it may not be great literature. This is a gay, romantic, and somewhat thrilling story of a serious young man, who, inheriting some money, is transformed into a daring rover, an amateur detective, and an impetuous lover. It has the Spanish flavor and suspense of her *Dinner at Antoine's*.

Levin, Meyer. *Eva.* Simon. 311 p. \$3.95

The author of *Compulsion*, successful as a novel, movie and play, tells the story of a young Jewish girl's attempt to hide her identity by pretending to be a Ukrainian in order to escape the Nazis. Asked to spy on another suspected of being Jewish she cannot do it and reveals her own identity.

Macken, Walter. *Seek the Fair Land.* Macmillan. 308 p. \$3.95

A novel set in Ireland during the Cromwellian persecutions. The main theme presented is the loyalty of the Irish to the faith of their fathers. One thrills to the telling of the devotion of the forbidden priests, hunted like animals, but still secretly bringing solace to the people. His colorful description of the country could be done only by one who loves the land. This is a real adventure story.

Mauriac, Francois. *Questions of Precedence.* Tr. by Gerald Hopkins. Farrar. 158 p. \$3.50

Another excellent satirical novel by the great French writer. This is a biting indictment of provincial French society and its almost feudal ruling caste. It is a theme of subtle moral significance, the place Bordeaux, his characters the wine-making families.

Murray, A. A. *The Blanket;* a novel. Vanguard. 192 p. \$3.50

A story set in the heart of Africa. Not necessarily a mystery story but one as gripping and exciting about life in a particular part of Africa, Basutoland. We read of a young Pagan as he is led toward Christ through remorse following the crime.

Oldenbourg, Zoe. *The Chains of Love.* Tr. by Michael Bullock. Pantheon. 327 p. \$4.50

This is a richly ornamented and tragic novel set against the background of the Paris slums and art world of the twentieth century telling of love that remains faithful despite all infidelities.

Rosten, Leo. *The Return of Hyman Kaplan.* Harper. 192 p. \$3.50

This is the second volume about the humorous little immigrant who, after fifteen years is still dominating the beginner's class at the American Night Preparatory School for Adult Pupils. In this excellent piece of work one can vicariously experience the triumphs and tragedies of an extremely varied group of people learning a difficult language. This is a book that can be heard as well as read.

Roth, Arthur J. *What Is the Stars?* Farrar. 298 p. \$3.95

Humorous accounts of Irish Army life in World War II with three private soldiers as heroes, by the author of *A Terrible Beauty*.

S. M. C. *Storm Out of Cornwall.* Kenedy. 221 p. \$3.75

The deep faith of the Cornishmen and their courage in facing death in defending that faith is shown in this story of the Prayerbook Rebellion of 1548-1549, when the Mass was abolished by the reformers. It is beautifully told through the mind of a little boy who acquires courage as he learns of the Real Presence.

Undset, Sigrid. *Four Stories.* Tr. by Naomi Walford. Knopf. 245 p. \$3.75

These stories, appearing for the first time in English, by the author of *Kristin Lavransdatter*, present the same general theme—the effect of love or the lack of love in the life of a human being. Set in Norway at the turn of the century they convey a universal pathos.

YOUNG PEOPLE'S BOOKS

For Ages 5-8 Years

Averill, Esther. *Jenny's Bedside Book.* Illus. by the author. Harper. \$2.50

Jenny, the much loved little black cat, has had the flu. Now she is better and her brothers, Checkers and Edward and her friends visit her and entertain her until the Sand Cat comes and puts her gently to sleep.

Bellemans, Ludwig. *Madeline and the Gypsies.* Illus. by the author. Viking. 56 p. \$3.50

Once again the lively Madeline and her author are at the top of their form as Madeline and Pepito (son of the Spanish ambassador) visit the circus, are trapped in the Ferris Wheel, are rescued by the gypsies and, finally, are happily discovered and taken home by Miss Clavel.

Brown, Marcia, ed. *Peter Piper's Alphabet; Practical Principles of Plain and Perfect Pronunciation.* Illus. by the author. Scribner. n.p. \$2.95

Marcia Brown's pictures for this ancient tongue twister have both humor and imagination.

Carlson, Natalie. *A Brother for the Orphelines.* Illus. by Garth Williams. Harper. 100 p. \$2.95

The orphelines of the book "The Happy Orphelines" now find a baby boy on the doorstep of their orphanage. Great was their delight but the problem was how to keep him, a problem that was solved by Josine the youngest orphan to the satisfaction of all concerned.

Clark, Ann Nolan. *A Santo for Pasqualita.* Illus. by Mary Villarejo. Viking. 96 p. \$2.75

Pasqualita, a little Mexican orphan is happy in her new home with Santero the wood carver and his wife, and has but one wish, which was that Santero would carve her a likeness of her patron saint. How her wish came true makes an appealing story.

Ets, Marie Hall & Aurora Labastida. *Nine Days to Christmas.* Illus. by Marie Hall Ets. Viking. 48 p. \$3.50

How a little Mexican girl now old enough to go to the nine posadas held, one each night, just before Christmas Day, found that the first one, held in her own home, had a very special Christmas magic for her.

Freeman, Don. *Norman the Doorman.* Illus. by the author. Viking. 64 p. \$3

Norman, the art loving mouse, was doorman of a mouse hold in the basement of the art museum, with a studio in an unused suit of armor. His greatest wish was to visit the museum upstairs and the author tells in text and gay pictures how this wish was fulfilled.

Grimm, Jacob and W. K. *The Wolf and the Seven Little Kids;* a Picture Book by Felix Hoffmann. Tr. by Katya Sheppard. Oxford. \$2.25

The well-known story with stunning dramatic and imaginative pictures by a Swiss artist.

Hawthorne, Nathaniel. *The Golden Touch.* Illus. by Paul Galdone. Foreword by Anne Thaxter Eaton. McGraw. 61 p. \$2.50

A story from Hawthorne's *Wonder Book* delightfully illustrated. A beautifully made little book that may encourage children to read other Greek stories that in their Springtime freshness belong to the morning of the world.

Ipcar, Dahlov. *Brown Cow Farm;* a Counting Book. Illus. by the author. Doubleday. n.p. \$2.50

A picture book showing a farm that will delight children with its clear, definitive pictures of one horse, two dogs, three cats, four rabbits, five pigs, etc., and will make counting irresistible.

McGinley, Phyllis. *Lucy McLockett.* Illus. by Helen Stone. Lippincott. n.p. \$3.00

A story in verse about a little girl, who,

when she lost her first tooth began to lose everything else as well. Fun to read aloud.

Sister Mary Francis. *Francis, a Patron Saint Book.* Illus. by Jeanyee Wong. Sheed. n.p. \$2

Richardson, M. K. *Barbara, a Patron Saint Book.* Illus. by Jeanyee Wong. Sheed. n.p. \$2

Like other biographies in this series, these little books are endearing and inspiring; Jeanyee Wong's drawings have a lovely medieval simplicity.

Nash, Ogden. *Custard the Dragon.* Illus. by Linell. Little. 30 p. \$2.50

An amusing story in irresistible verse about a cowardly dragon who nevertheless summoned courage to attack the pirate enemy.

"Up jumped Custard snorting like an engine,
Clashed his tail like lions in a dungeon,
With a clatter and a clank and a jangling squirm,
He went at that pirate like a robin at a worm."

The poem has appeared in several collections of Mr. Nash's verses; now the poet's daughter has provided pictures worthy of it.

Politi, Leo. *St. Francis and the Animals.* Illus. by the author. Scribner. n.p. \$2.95

The St. Francis legend told simply and illustrated with pictures in warm, rich colors.

Wiese, Kurt. *The Groundhog and his Shadow.* Illus. by the author. Viking. 32 p. \$2.25

How Mr. Groundhog, tired of getting up to see his shadow, decided to get rid of it, then found he could not get along without it.

For Ages 9-12 Years

Boston, L. M. *The River at Green Knowe.* Illus. by Peter Boston. Harcourt. 153 p. \$3

In the same setting as the author's previous books, *The Children of Green Knowe* and *The Treasure of Green Knowe*, the three children of this story, Ida, Oskar, and Ping (an English girl, a Polish refugee, and a displaced boy from the Orient), are fascinated to find a river strewn with islands. In an old canoe they set off to explore and find in their discoveries real life and fantasy mingled.

Cameron, Eleanor. *The Terrible Chernadyne.* Illus. by Beth and Joe Krush. Little. 125 p. \$3

Science fiction for readers of nine to twelve by the author of the popular "Voyage to the Mushroom Planet," told convincingly, with a pleasant humorous turn and a surprise ending.

Clason, Clyde B. *Men, Planets and Stars.* Illus. by Eva Celini. Putnam. 160 p. \$2.95

The author presents the major developments in astronomy and tells of some of the people who devoted their lives

to the most ancient of the sciences. Here we read about the ancient Babylonians, Copernicus, Brahe, Kepler, Galileo, Giordano Bruno, and other famous astronomers.

Gray, Elizabeth Janet. *The Cheerful Heart.* Illus. by Kazue Mizamura. Viking. 176 p. \$3

A gentle authentic story of a little Japanese girl whose happy heart helped to keep the family, Grandfather, Mother, Tomi herself and her younger brother, cheerful in the rather dreadful house the government had built for them to take the place of the one wrecked by war. But times grew better and on their second night in the new house they were able to build, Elder Brother who had been reported killed, returns.

Hammond, Winifred G. *Elephant Cargo.* Illus. by Charles Geer. Coward. 217 p. \$3

How a twelve-year-old boy cared for a timid, sickly baby elephant which he brings from Thailand to California in the hold of a ship. The details of animal care and training and the individuality of the young elephant make this interesting and enjoyable reading.

Hofsinde, Robert (Gray-Wolf). *Indian Picture Writing.* Illus. by the author. Morrow. 96 p. \$2.50

Two hundred and forty-eight pictures taken from the Indians' picture writing. Captions contain information about Indian culture and sample letters in picture writing show how to read and write in the Indian way.

Kendall, Carol. *The Gammage Cup.* Illus. by Erik Blegvad. Harcourt. 221 p. \$3.25

About a race of small people, the Minipins, who live in twelve happy little villages along the banks of the Watercress River. In this valley they felt secure from the Mushroom people across the unclimbable mountains. Conformity was the aim of the inhabitants of the village called Slipper-on-the-Water, but it was the four who were exiled because they would not conform, who discovered that the Mushroom People were tunneling to attack the village. Erik Blegvad's drawings and picture maps of this imaginary land are delightful.

Lauritzen, Jonreed. *The Treasure of the High Country.* Illus. by Eric Van Schmidt. Little. 210 p. \$3

Another story about the pioneer Mariner family of The Young Mustangers. In the cliffs of the Caraloma, peopled by the Indians with heroes and legendary spirits, Ridi is lost and her brothers, searching for her, find themselves confronted with flesh and blood versions of the Indians' and the white men's legends.

Mara, Thalia. *On Your Toes: The Basic Book of the Dance on Pointes.* Illus. by Louise Holmgren. Garden City. 64 p. \$2.50

Intended for children no younger than ten years of age who have studied ballet technique under a competent teacher for

at least two or three years. A text book that should be used as an auxiliary aid to ballet lessons taken under a ballet teacher.

Nesbit, E. *The Railway Children.* Coward. 223 p. \$3

A new edition of an old favorite. Its setting by the railroad tracks near which the family, whose fortunes have declined, has come to live is old-fashioned but still has a charm for boys and girls and the children of the story are as real as boys and girls of today.

Lindquist, Jennie. *The Little Silver House.* Illus. by Garth Williams. Harper. 213 p. \$2.75

Here is autumn and winter following the spring and summer that Nancy spent with her Swedish Grandparents and which this author described in "The Golden Name Day." There is a happy surprise for Nancy and the other children connected with the little weather-beaten grey house that looks like silver in the moonlight. The book is full of Swedish customs, of activities children enjoy, and ends with a delightful description of a Swedish Christmas.

Norton, Mary. *The Borrowers Afloat.* Illus. by Beth and Joe Krush. Harcourt. 191 p. \$2.75

Another entrancing book about the Borrowers and their miniature world. Now in search of a new home, Pod, Homily, and Arrietty are swept down the river in a leaky teakettle.

Pearce, A. Phillips. *Tom's Midnight Garden.* Illus. by Susan Einzig. Lippincott. 229 p. \$3.50

Tom, staying with his aunt and uncle while his brother has the measles, is lonely and bored, until one night he walks out of the back door into what his aunt had called a backyard full of rubbish bins, and finds himself in a beautiful garden. He can only visit this garden, he discovers, when the clock which belongs to the old lady asleep upstairs strikes hours that do not exist. In the garden he sees other boys and a little girl Hatty, who is the only one who can see and talk with Tom. They have happy times together. Time plays strange tricks in the garden. Tom comes to realize that his time and Hatty's time are different, his scheming to get into Hatty's time led to bitter disappointment but at the same time to a solution of the time puzzle.

McNeill, James, comp. *The Sunken City and Other Tales from Around the World.* Illus. by Theo. Dimson. Walck. 160 p. \$3

Twenty tales from twenty different countries, collected from Europe and from the East. Here are mermaids, dragons, enchanted princesses, music that works a spell. These tales are not found in other collections, and because they are fresh and unfamiliar and because the elements of magic, mystery, and romance are strong, these stories will appeal to children who may have thought they had outgrown fairy tales as well as to their younger brothers and sisters.

Picard, Barbara Leonie. *German Hero-Sagas and Folk-Tales.* Illus. by Joan Kiddell-Monroe. Walck. \$3.50

A distinguished retelling of the hero sagas of Gudrun, Dietrich of Bern, Walther of Aquitaine, and two stories from the Siegfried cycle. Included among the shorter folktales are The Rat Catcher of Hamelin, Till Eulenspiegel Reineke Fox.

Shuttleworth, Dorothy. *The Story of Spiders.* Illus. by Su Xen Noguchi. Swain. Garden City. \$2.95

Here is a book which may persuade those who think of spiders only as horrifying nuisances to change their minds when they learn that every year spiders do away with millions of insects that would destroy grain crops, serving as insecticides that are harmless to animal life. The spider as a living silk factory, webs and nests, and the different varieties of spiders from tarantula and Black Widow to those in our own backyards, are described and pictured in enlarged, colorful, dramatic drawings.

Stefansson, Evelyn. *Here is Alaska.* Rev. statehood ed. illus. with photographs, maps. Scribner. 178 p. \$3.50

A revised edition of a comprehensive book that gives up to date information on our 49th state. It covers industries, the growth of cities, the change in Indian and Eskimo life and our defense and communications system.

Worm, Piet. *Stories from the New Testament.* Pictures by Piet Worm. Sheed. \$3

This artist has made from the Gospels of Matthew, Mark, Luke, and John a companion volume for his *Stories from the Old Testament* and *More Stories from the Old Testament*. The pictures have the same bright coloring and gold backgrounds and the three volumes make a picture Bible for children.

For Ages 12-16 Years

Benét, Laura. *Famous American Humorists.* Illus. with Photographs. Dodd. 190 p. \$3

Brief lives of more than a dozen American humorous writers from Lucretia Peabody Hale, born in 1820, to James Thurber and Ogden Nash. The author tells of important events in their lives and always includes a sample of their writing. The astonishing Peterkins are represented, Eugene Field's Little Peach is included, something about Plupy Shute and Booth Tarkington's William in "Seventeen," a letter to Dere Mable, and Mr. Dooley on marriage. A book which should send boys and girls to the writers mentioned.

Bruckner, Karl. *The Golden Pharaoh.* Illus. by Hans Thomas. Tr. by Frances Lobb. Pantheon. 221 p. \$3

The author has made use of the discovery and opening of Tutankhamon's tomb in a fine book for older boys and girls that is half story half archaeological discovery. He reconstructs the tomb robbery in the time of the Pharaohs after which the tomb was sealed again. Thousands of years went by, then clues

were found, from the Rosetta Stone to Howard Carter's diggings, which made the search for the tomb possible and the book ends at the dramatic moment when Carter stands beside the open tomb and pulls aside the last covering from the Golden Pharaoh.

Chipperfield, Joseph E. *Wolf of Badenoch; Dog of the Grampian Hills.* Longmans. 224 p. \$3.50

This story tells of the danger in which old John MacKenzie's dog is placed because of the vindictiveness of another sheep farmer. Not only suspense and excitement but the vividness of the setting, the glimpses of deer in the woods, the sight of the great stag standing high above Lock Erich, the intelligence of the dogs driving the sheep across the moors, make this a fascinating and memorable tale.

Holme, Bryan, comp. and ed. *Pictures to Live With.* Viking. 152 p. \$4.50

Here are over 150 reproductions, some in full color, something to please every taste. They are accompanied by a lively running commentary by a man who has lived with pictures all his life. His grandfather founded the International Studio magazine, his father published books on painting and architecture and the son Bryan Holme carried on the family tradition. He makes no pronouncements but leaves the reader to find his own favorites. "This book," he says, "contains nearly every kind of picture. You won't like all of them. That would be impossible. But among the selection you will find pictures to give you something to think about, to talk about, or to laugh about. And if you look through the book several times you may find yourself falling in love with some of them over and over again."

Honda, Isao. *How to Make Origami: The Japanese Art of Paperfolding.* (A Complete Guide to Japanese Paperfolding.) McDowell-Obolensky. 37 p. \$3.95

The ten century-old Oriental art of paper folding is clearly explained. Colored pictures and real removable samples simplify each step. Used with patience and dexterity it will produce enchanting results.

Hyde, Margaret S. *Atoms Today and Tomorrow.* Illus. by Clifford N. Geary. McGraw. 159 p. \$3

This is chiefly concerned with peacetime uses of atomic energy in farming, industry and travel, with comments on protection against radioactive substances. It provides information on the problems and achievements of chemists who work on fission and fusion.

Kjelgaard, James Arthur. *Stormy. Holiday.* 190 p. \$2.95

How a boy lives alone in Northern woods with his huge black retriever while his father, a sportsman's guide, spends a year in prison. His resourcefulness and independence as he survives by shooting and trapping will appeal to young readers and the author's skillful writing makes an improbable plot entirely convincing.

Meador, Stephen Warren. *Wild Pony Island.* Illus. by Charles Beck. Harcourt. 192 p. \$2.95

How a wild palomino colt is tamed by a boy growing up on Ocracoke, an outer bank island off the coast of North Carolina.

Miers, Earl Schenck. *Billy Yank and Johnny Reb: How They Fought and Made Up.* Illus. by Leonard Vossburgh. Rand. 256 p. \$3.50

A history book that boys and girls will read as eagerly as fiction. The author presents men, events, and campaigns of the War and then especially the reactions of the people on both sides, making them very vivid and contemporary.

McLean, Allan Campbell. *Master of Morgana.* Harcourt. 222 p. \$3

A splendid story of a boy who takes his brother's place in the salmon fishing station when this brother is smashed and battered by a fall from a narrow footbridge. The Isle of Skye which is the background for the story and the strong willed men and women who live there are vividly portrayed. Niall suspects foul play and little by little reveals the mystery of his brother's death and uncovers the mastermind behind it. Style and atmosphere suggest the tales of Stevenson and Buchan.

Pitkin, Dorothy. *The Grass That Was High.* Illus. by Genevieve Vaughan-Jackson. Pantheon. 191 p. \$2.95

How Kit Harris spending, unwillingly, a summer on a Vermont farm was shocked out of her preoccupation with herself, and, through the plight of a new-born calf which was taken for granted by the farmer, had her eyes opened to a life very different from the one she had always known. The author writes beautifully, with keen perception of an adolescent girl's moods and feelings.

Quennell, Marjorie and C.H.B. *Everyday Life in Prehistoric Times.* Putnam. 225 p. \$3.50

This attractive volume illustrated with photographs and animated line drawings is a factual account, based upon the findings of archaeologists, of the day-to-day life of our prehistoric ancestors. Here we see how man learned to use simple tools and clothing. The authors explain the methods for determining ages and epochs by geology. They then trace the development of man from the Pithecanthropus to the civilized Celts in what is now England. This is a new edition incorporating *Everyday Life in the Old Stone Age*, *Everyday Life in the New Stone*, *Bronze and Early Iron Ages*, revised and edited by G. de G. Sieveking of the Department of Prehistory and Roman Britain in the British Museum.

Sanden, Walter Von. *Ingo: the Story of my Otter.* Tr. by Desmond I. Vesey. Illus. with Photographs. Longmans. 109 p. \$2.50

A fine animal story, the author writes with sensitive appreciation of his pet and draws a picture of the affectionate, inquisitive otter that is unforgettable.

AUDIO VISUAL EDUCATION

THE CATHOLIC EDUCATOR is the official publication of the Catholic Audio-Visual Educators Association

Visual Aids in the Teaching of History in High School

By Sister Joseph Damien, C.S.J., Ph.D.

"HE WHO WISHES to understand the condition of man in former ages must not confine his observations to palaces and solemn days. He must see ordinary men as they appear in their ordinary business and in their ordinary pleasures. He must mingle in the crowds of the exchanges and the coffee-house. He must obtain admittance to the convivial table and the domestic hearth. He must bear with vulgar expressions. He must not shrink from exploring even the retreats of misery."

Cogent Today

Macaulay thus defined an interpretation of history over a century ago that is as valid, and indeed, more cogent today, than it was in his own time. For today, more than ever, this global world of ours is faced with the intensity of human drama, with suffering and striving, with the attempts of huge areas of the world surface in Far East, and Near (not to mention the newborn nations of Africa) to achieve over-night a status, a social and economic structure, that has taken Western Civilization centuries to evolve. And it is a gigantic panorama, and conflict, that can only be understood in its relationship to the totality of history. The alpha and omega of history in turn is summed up in its single continuum, man—man, with his common dreams and

aspirations, his longings, his instincts, his intellect, his ideas, so very much alike, and so seemingly dissimilar. Yes, history presents us with "Everyman," with the "little man," ourselves.

How do we know this? Try reading letters from the past. Try reading them to the class. Take for example, the wonderful modern translations of school-boys' letters in ancient Egypt, the correspondence of St. Boniface from the barbaric shores of Frisia, or St. Bernard of Clairvaux, or the voluminous exchange of ideas in the business letters of the administrator, Cassiodorus of the sixth century. Take the letters of Crusaders writing home to their wives and friends, or student letters from Medieval Universities, or the vigorous cosmopolitanism of that "halfway" man to the Renaissance, Petarch, or Sir William Blundell's Cavalier letters of the seventeenth century, or hundreds of other similar groups and topics from any era you wish. Somewhere, sometime, all man has been heard from—the young and old, men and women, traveller and stay-at-home. They are printed in anthologies, in compilations of primary source materials, or one comes upon an occasional, delightful example here and there in biographies, good historical novels, monographs of all sorts, accessible in most good libraries. Collect them; copy them; file them for future use. There is nothing like a voice out of the past speaking in tones of joy or sorrow, naive and urbane, poignant, perhaps arrogant; voices speaking with the wisdom of common sense, of a sanctity that embraces, understands, and writes to the problems of all men; or the voice of a loving husband, a complaining student, an admonishing parent, an explorer seeing new visions and wonders opening before his eyes, to bring home to oneself, and to a class, the realization that this is the same emotion we have felt, the same problem we have known, the same idea we have had, the same reaction to a similar experience. Your class, startled, electrified, finds man's mind leaps back centuries to commune with an "alter ego," as centuries move forward to become timeless with our

Sister Joseph Damien is assistant professor of history at St. Joseph's College for Women, Brooklyn, N.Y. She also is director of public relations at the college, issuing several hundred news releases a year for secular papers and the Catholic press. She has been teaching college history for thirteen years, freshmen courses in western civilization and courses in specialized European history for upperclassmen. Her memberships, all too many to list, include the American Historical Association and the International Association of Recusant Scholars. Her doctoral thesis (Columbia University) is available from University Microfilm, Ann Arbor: *Effects of the Counter-Reformation on English Catholics, 1603-1630*. Sister has contributed to the *History Bulletin* and *Catholic Historical Review*. She obtained her M.A. from Catholic University of America.



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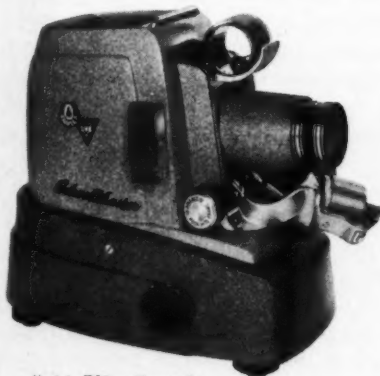


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own. This is not mere fancy, or romanticism. I have tried this experiment over and over.

One of my first devices with a new freshman class is to take them through a series of letters bearing on a single topic, usually love letters from different ages, or student letters, for these are nearest their own age interest. Through the quaint phrasings, the accidentals of a different time, a different set of customs, they hear their counterpart. They tell *me*, not *I*, them: "But this could be me. That's just what I would do, or how I would think." They may smile at the way it is said, but they understand, and they love a kindred spirit. Listen to the complaints of Plautus and Terence, or read from the sermons of John Chrysostom, Caesarius of Arles, and the whole picture of teen-age problems, violence and revolt today, of moral problems, and deeds at all ages, takes on its true perspective in the "mirror of history."

What is true of letters and sermons, is equally true of journals, diaries, even law codes, or the driest of financial inventories and statements, such as the Domesday Book, cook-books suffice! All that is needed is imagination and enthusiasm on the part of the teacher, which kindles in turn the same spirit in her class. No amount of mechanical audio-visual equipment, no matter how modern and complete, can supplant, or supply for, the ability of a teacher to evoke for her class the picture of a particular moment, or event in the history of mankind.

Immerse Yourself in Field

But imagination presupposes facts and ideas—accurate, substantial, thorough—which the imagination may use for an appreciative, colorful, and complete entering into the time and place being studied at the moment. A teacher's own experience, her rich resource of knowledge and imagination, achieved through constant, perceptive reading, especially of primary materials, is the most important source of information and stimulation for a class. Today, with the market loaded with cheap paperback editions of great works in such series as Image Books, Anchor Books, Anvil Series, Penguin, Viking "Readers," there is little excuse for not having available a wealth of background material to draw upon. The first principle is "read, read, and read some more, oh teachers!" Literally immerse yourself in your field. The capacity with which the teacher herself can walk the roads of civilization, mingling like a familiar comrade with its peoples; the spirit and drama with which she can project this for the class, and instil in them their own desire for spontaneous searching out of the records of the past is, it goes without saying, the measure of her art of teaching. It requires of a teacher, a warmth and interest in people and the world about her, that is a reflection of her study of history, and in turn reflects itself in her ability to communicate history to others. Thus the first, and most important "audio" aid is the gift a teacher possesses, and draws upon, for painting a vivid canvas of past

times through her tonality of voice, through vibrancy and choice of anecdotal, seemingly side-issues of history at times, to "set the scene," present the *dramatic personae*, to let them "speak for themselves" in well-chosen bits of original sources. This is what makes history live for the young, and therefore be remembered.

Act Out Bernal Diaz's Account

This dramatic quality can be carried further. Let the class occasionally try it for themselves. Let them "act out" a stirring event in history, write the script, as a documentary play, and present it. For example, take the rough soldier's, Bernal Diaz's, account of the Conquest of Mexico by Cortes as the basis of a script, acting it out in pantomime, with a narrator, or breaking passages into acting parts for the class. This is but one of hundreds of such opportunities drawn at random. The event chosen will rise out of the natural interests of the age and sex involved, as well as out of the subject matter of the course in any particular term. This is, of course, obvious in any example I propose by way of illustration.

Utilizing the student's own imagination in another way, take a copy of the Declaration of Independence, or the Magna Carta, or better still, a copy of one of the many existing codes of Germanic Law in early times, or Hammurabi's Code of Law. Have them read it carefully, imagining this is the *only* document in existence for this period of history. We have nothing else left. Now, could they, out of those dry statements, listing of crimes and punishments, create any fairly accurate picture of the men and times that evolved such a Code? They can! They can, for example, decide whether it was an agrarian economy, or urban; they can arrive at a fairly clear picture of how that agrarian or urban economy was carried on, what industries there were; what types of social class structure existed; what entertainments they were fond of; the status of their moral outlook; the values the age set upon men, material objects. Even knowledge of clothing and food, of types of war weapons, endless facts and ideas may be eked from the most unsuspected sources. Urge the students to a suspension of *ex post facto* knowledge. Let them "put themselves into the predicament of a particular person, or a particular time, or place" and again you will be amazed what fact, and imagination, can accomplish. Enthusiasm has passed from you to them, and their own success at becoming part of the pageant of the past, of "mingling in the coffee houses" stimulates, motivates, the desire for deepening their understanding of the past, of judging it impartially, of seeing it as the plank to present and future. Trevelyan well said: "Truth is the criterion of historical study; but its impelling motive is poetic."

Satisfying Sense of Reality

Undoubtedly the dimension of imagination and understanding deepens with a successive battery of im-

pressions upon the plasticity of the mind. Seeing, hearing, tasting, touching, smelling, are the wonderful sensory apparatus the good God has bestowed upon us, for obtaining a wholeness of view, a clarity of concept, in every facet of our lives. It goes without saying, that the good teacher uses her ingenuity, her talents, her time, to provide at every turn, that wholeness of view in the study of the past. I am aware that my readers are now sighing: "But this costs so much money to provide." Yes, it can, but it need not, and today there certainly is no need to hide behind the smokescreen of "I'd like to, but . . ." Or some of you will tell me: "The idea is good, but we have no time; the curriculum is so crowded; the syllabus demands so much." And so it does. But I still believe that the careful working out of a few lesson plans a term on the basis of creating, through as many media as possible, a complete awareness and enjoyment, and a satisfying sense of reality in some small phase, epoch, or event, will leave a glow that will balance out, even transcend for the student, those areas of pressure and the hurried skimming so often required in the mass of World History, or American History, jammed down already overloaded memory paths, leaving an aftermath of distaste and intellectual indigestion. Each term, vary the lessons you thus take at a leisurely pace, incorporating different types of audio-visual materials, or add here and there a timely picture, or take a few moments for a recording, or review a large area through some slides, or a filmstrip, or a movie. Sometimes combine a number of aids together for a really stirring impact. Do create at least a few oases in the all too frequent deserts of learning for the teenager!

Maps First Prerequisite

In the area of visual aids for the teaching of history, maps are a first prerequisite. Man in his relationship to his environment must first exist visibly somewhere! The more thorough the acquaintanceship with geography, the richer the understanding of the "why" and "wherefore" in any civilization. Just being able to see a location on a map may frequently create for the alert student, the reason for a particular economic, social, or political factor in history. Take, for example, the thesis that the conquest of the Island of Sicily by the Moslems created the moment at which the Middle Ages for Europe might be said to have "begun," the moment in which it had finally to become a decentralized, localized, agrarian community. The reasonableness of this is frequently apparent when the class is confronted with a map of Medieval Europe. Sicily clearly dominates the center of the Mediterranean, when seen in its relationship as a near connecting link between the Tunisian coast of North Africa and Naples in Italy. When Sicily fell to the Arab World, which also controlled North Africa, a map convincingly indicates that the Mediterranean was cut in half. The West, unable to make easy contact with the East, except through the expensive, dangerous route over the Alps

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into Italy, and from thence by ship on the Adriatic into the East Mediterranean (a sea infested with the fleets of Moslem corsairs) to the great port of Constantinople, was thrown back upon its own resources. Cut off from the connections with the rich, Oriental markets, the West had to learn self-sufficiency, and the "do without" policy.

Looking at the map of Europe again, you might ask them were there any possible routes the West could have used to connect with the East, that avoided the menace of Moslem fleets. Yes, there were. Some searching eye is sure to look to the North, to map out the route from the English Channel, to the North Sea and thence through the Baltic Sea to the overland route through Russia to the Black Sea, and so to Constantinople. Does that route seem feasible to them? What

are its drawbacks? Or again, the question on Constantinople, and its location, provides a variety of questions as to why it became the great port of Imperial Rome, and Medieval times; why it survived the attacks of the Moslems for centuries; or why the control of Constantinople became, and remains, so important to Russia. Much the same type of questions can elicit equally logical reasons for the position of Alexandria.

Or you might propose the working out of Toynbee's "challenge and response" theory in relationship to Egyptian history, ancient or modern. The importance of the Nile, of the First Cataracts today for dynamo plants and the industrialization of Egypt is one fruitful discussion—of many—that the position of Egypt can supply in working out this particular theory.

(To be continued)

News of School Supplies and Equipment

Color Posters for Classrooms

Not merely useful for decoration purposes but also for the teaching content they contain are a series of 12 full-color posters intended for the classroom. Measuring two by three feet, these colorful sheets are lithographed on heavy paper.

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The subjects that are designed to appeal to various grade levels include Mother Goose, Fairy Tales, Children of Other Lands, Circus, Alice in Wonderland, Animals and Alphabets (all of interest to primary grades); and American Revolution, Winning the West, Ballet, History of Ships, History of Flight, History of Military Uniforms (with appeal to older pupils).

Plastic Lab Ware Catalog

"Beakers that bounce" is a strange heading to find in a lab ware catalog, but then how handy in a high school lab. These are stated to be inert (but don't autoclave them). The explanation

(Continued on page 483)

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A "Career" Leaflet

A 6-page gatefold leaflet entitled *Your Career with the Instrument and Control Industry* will be of interest to teachers who are guiding their pupils vocationally.

It attempts to answer the many questions about the instrument and control industry and the present and expected opportunities for engineers in this field.

Copies are free on request to Recorder-Controller Section, Scientific Apparatus Makers Association, 370 Lexington Ave., New York 17. **SS&E 24**

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Doctrinal Songs

Description. *Doctrinal Songs*, A Musical Catechism for the Religion Class, is produced by the Sisters, Mission Helpers of the Sacred Heart, Baltimore, Maryland. The consulting editor was Rev. John Selner, S.S., of the Theological College, Washington, D. C. The publisher is the Gregorian Institute of America, 2132 Jeferson Ave., Toledo 2, Ohio.

This audio aid is essentially two 33 $\frac{1}{3}$ rpm phonograph records (\$8), a book of accompaniments for the teacher (\$2.50) in a simple rendition, and a musical catechism with melody notations (75¢). In the recording, each song is announced first. No musical accompaniment is furnished. The simple, clear rendering of the pieces makes it a good instrument for rote teaching in the event that the teacher has no piano or is not able to sing.

The principle governing the arrangement of songs seems to be according to age level, while the content and the depth of presentation is also adapted according to this same psychological factor.

The seven sections are: (1) Prayers: Sign of the Cross, Glory Be, Our Father (3 versions), Hail Mary (3 versions), Apostles' Creed, Act of Contrition, Acts of Faith, Hope, Charity, Child's Morning Offering, and Salute to the Cross; (2) Pre-School Songs: little songs on God Our Father, Creation, Guardian Angel, Blessed Mother, St. Joseph, Jesus Model of Children, several on the Church; (3) First Grade: Creation, the Fall, the Incarnation, Imitation of Christ, the Eucharist, the Sacred Heart, Holy Orders; (4) 2nd grade: First Communion Songs—4 on Confession, 4 on Holy Communion; (5) Intermediate Grades—Liturgical Hymns: the Rosary,

Holy Souls, Advent, Holy Family, Lent, St. Joseph, Our Blessed Mother, the Sacred Heart; (6) Fourth Grade: Definitions, Commandments; (7) Fifth Grade: Definitions, Sacraments. The contents of the Catechism are listed before each section in the child's songbook. Those which are suitable for singing in Church are marked with an asterisk. In sections four and five, where definitions are given, the Baltimore Catechism has been faithfully followed.

Analysis. Theologically, the songs are sound and accurate in content. However, in view of the previous doctrinal training of the children using this catechism, one might question the clarity of presentation of the doctrine on mortal sin. The fact that the three conditions for serious sin must be present *simultaneously* is not made clear in the rendition.

CAVE Evaluating Committees

The several evaluating committees and their membership as set up by the *Catholic Audio-Visual Educators Association* are as follows:

General Chairman: Michael F. Mullen, C.M.

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	55	65	75	85	95
Theology	_____	_____	_____	_____	_____
Philosophy	_____	_____	_____	_____	_____
Psychology	_____	_____	_____	_____	_____
Authenticity	_____	_____	_____	_____	_____
Correlation	_____	_____	_____	_____	_____
Organization	_____	_____	_____	_____	_____
Technical Quality	_____	_____	_____	_____	_____
Utilization	_____	_____	_____	_____	_____
Pupil Interest	_____	_____	_____	_____	_____
Outcomes	_____	_____	_____	_____	_____

The authors of these songs have shown initiative in undertaking a work that is extremely difficult. One wonders, however, if an integration of crisply formulated catechism answers with suitable artistic melodies can be accomplished without considerable incongruity.

The weakness in the records seems to be a psychological one. It is especially in those dealing with the Sacraments and Commandments that this is sensed. There is a lack of legitimate emotional overtone that is necessary in song which is, after all, a medium of expression for man's inmost feelings.

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If the songs were meant only to be a learning device, then again there is a weakness in *utilization*. The melodies are not catchy enough to be learned easily and would call for a double learning process of song and content. Moreover, one wonders whether it is advisable to have children singing about *all* the teachings of the Church—as for example the conditions which make a sin mortal.

Most of the songs for the fourth grade bear a negative character—the “don’ts” of the Commandments. While these are surely necessary for the children to know and while fear of the Lord is the beginning of wisdom, it seems regrettable that the *joy* of Christianity and the obeying of God’s law as our loving response to His Goodness could not be stressed instead.

The difficulty involved in a work of this kind can be easily appreciated and understood. The doctrinal content—sublime in most instances—calls for a form equally uplifting. Catchy tunes such as children easily learn are generally not suitable for the terse and careful wording of the catechism. The authors of this audio tool are well aware of this; and while there is a marked gravity and reverence in the musical accompaniments, there is, at the same time, a lack of “character” to the tunes which would make them difficult to learn.

What needs most to be done here in order to make this work artistic as well as didactic is to “poetize,” as it were, the teachings of the catechism. Most songs normally include some sense of communication of one mind with another, and most sacred songs are in a form of prayer. They are elevated conversations. Is it possible, for example, to teach in song the five elements required for a good confession by a hymn to Almighty God rather than an arithmetical listing of them?

Following are some of the excellent characteristics of this series:

(a) The voice that is used in singing the various prayers is exceptionally good for the children because of its unusual clarity and brightness. Pronunciation and enunciation are very well done. This is the type of voice that children like to hear for imitation.

(b) All selections are within the range of the treble staff on the musi-

cal score. This is very desirable since best results are obtained within this range.

(c) Doctrinal songs will arouse interest in the child, a necessary prelude in learning new prayers and doctrinal matter. It is also an excellent aid in rote learning.

Appraisal. *Doctrinal Songs* discs are a step forward in meeting a definite need at this time. It is to be hoped that such a step will provoke more interest and effort in the use of audio-visual aids for teaching catechism. This rendition rates the CAVE Seal of Approval, with the suggestion that those who use it do so judiciously, concentrating on the sections calculated to *properly stimulate* the senses, intellect, emotions, and will. The CAVE rating is C plus, or fair to good.

CHICAGO CAVE COMMITTEE

Father of the Southwest

Description. This is a twelve-minute 16 mm film, color or black and white, produced by Avalon Daggett Productions, 441 North Orange Drive, Los Angeles 36, Calif. It is for purchase only: color \$120; black and white, \$60.

The stated objectives of the film are (1) To point out how one area of the Southwest was being developed concurrently with colonization in eastern America. (2) To present the beginnings of architecture, agriculture, animal husbandry, and civilization in a part of the Southwest. (3) To show how the wisdom, understanding, and love of one courageous pioneer laid the foundation of friendship between native tribes and incoming peoples.

At the time that early colonists were settling in the East, Father Eusebio Kino, S.J., rode up from Mexico City to the wilds of Northern Mexico and Southern Arizona. The camera reveals his hardships on the trails as he explored and mapped this barren country for the first time. It shows the primitive conditions existing when he arrived and his practical wisdom in bringing to the natives cattle, horses, mules, new kinds of crops, and orchards. The film explains how these far-reaching gifts pioneered the wilderness for the agriculture and industries that thrive on the desert today. It stresses his understanding and love for the poor na-

tives which resulted in a permanent friendship between the two races through subsequent centuries.

Analysis: As a film documenting the early history of the Southwest it will fill the average need, but there is nothing exceptional about it. From the Catholic viewpoint it is lacking a correct viewpoint and orientation in its explanation of the work of Father Kino. It tends to emphasize the practical and neglect the spiritual. One gets the impression that Father Kino’s main objective was to raise the economic and cultural level of the Indians, and his bringing of the Catholic religion to them was only incidental. Certainly the missionary knows that he must help the poor in their bodies before he can give them nourishment for their souls, but always the former is only a prelude and a means to accomplishing the latter. This film fails in placing the facts in true perspective. The shots depicting the priest giving catechetical instruction to the Indians are infrequent, and are given only incidental treatment. The views of the mission churches as they stand today in the area are highlighted as sociological signposts of a previous culture rather than religious edifices manifesting the love of God of a particular people. Even from the viewpoint of social studies teaching Father Kino was primarily a pioneering man of God and only secondarily a teacher of animal husbandry. He laid a foundation of

	55	65	75	85	95
Theology					
Philosophy					
Psychology					
Authenticity					
Correlation					
Organization					
Technical Quality					
Utilization					
Pupil Interest					
Outcomes					

friendship not only between the native tribes and incoming peoples, but also between these tribes and the God who made them.

The technical aspects of the film are good. The voice of the narrator is pleasing, movement from sequence to sequence is smooth, photography is sharp, background music lends a pleasing emotional tone to the presentation. Especially effective are the closeups of the feet of Father Kino’s mule seeking new

paths through a wilderness, emphasizing the amazing activity of the priest and the difficulties he encountered. There are some good shots of the desert, cactus, and tumbleweed, in addition to pleasing views of the churches which sprang up in the wake of the missionaries.

Appraisal: CAVE was asked to review this film because it treats of one phase of church history, the bringing of Christianity to the Indians of the Southwest. However, the philosophy of education embodied in the contents of the film is too naturalistic to meet with unqualified approval. The film can be used in classes in church history, social studies and history provided the teacher uses the film as a general framework (and the unit is useful for this purpose) and gives to the class a truer perspective of the pioneering work of Father Kino. It is adaptable for the upper elementary level through high school to college. The CAVE rating is C or fair. The CAVE Seal of Approval is granted.

CHICAGO CAVE COMMITTEE

Spotlighting Religion Problems

(Continued from page 483)

tioned topics and used this list as a guide in their search for interesting and thought-provoking questions in our Catholic magazines as well as the articles read from other books and encyclicals in class. This was also given to our two guest lecturers so that the priests would know the problems with which the seniors were most concerned.

Using this plan for senior religion sets up a new vibrancy in the class. You can almost hear the spiritual generators humming as these spiritual electricians start their dynamo of energy each morning, and the source of their power is the Church's teaching and tradition, which like the Church itself is "ever ancient and ever new."

News of School Supplies

(Continued from page 480)

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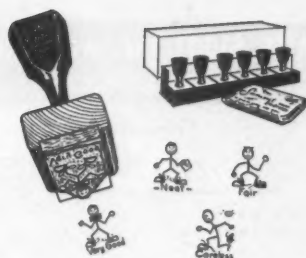
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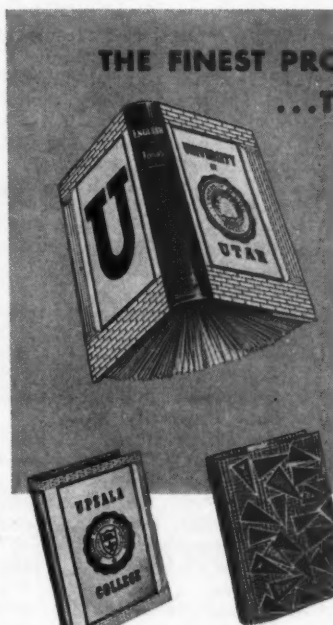
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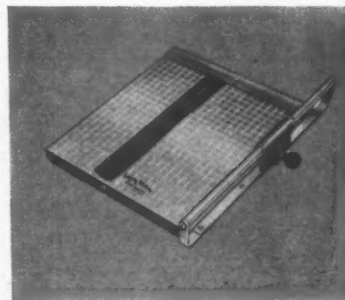
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Audio-Visual News

(Continued from page 421)

The new films are designed to bring the text to life with highlights of each scene as played by actors of the Old Vic Theater. They also serve to stimulate interest in a more thorough study of each play.

The new titles are "As You Like It,"

"Julius Caesar," and "A Mid-Summer Night's Dream." A previous release itemed in our September issue in greater detail is "The Merchant of Venice."

A teaching handbook is supplied with each of these Shakespearean films. For further information write to United World Films, Inc., Leo Guelpa, Director, Educational Dept., 1445 Park Ave., New York 29. **A-V 28**

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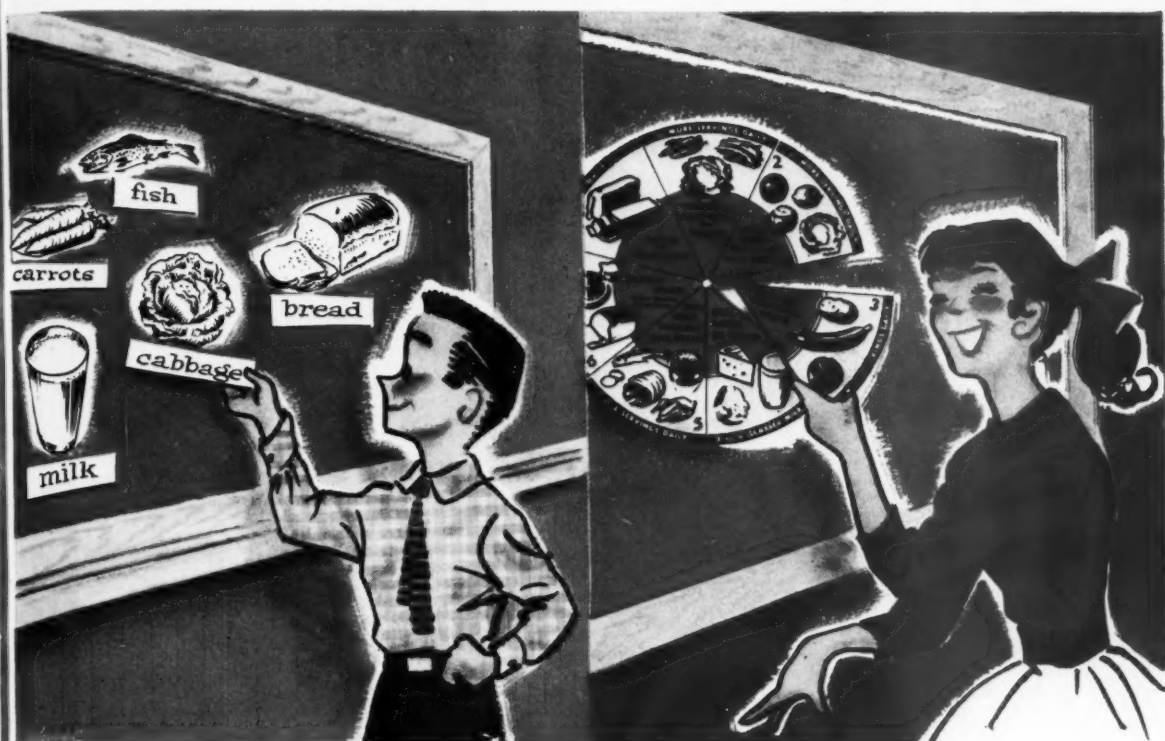
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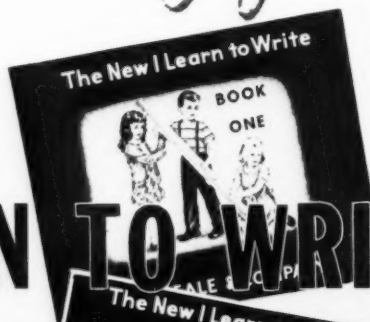
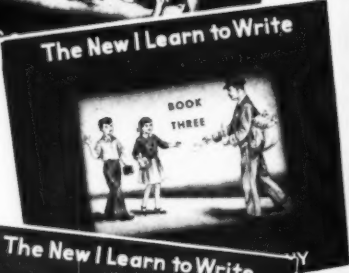
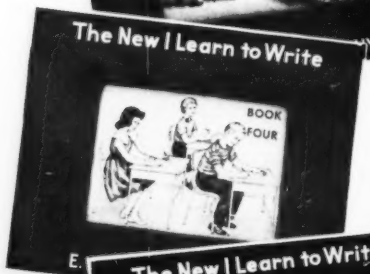
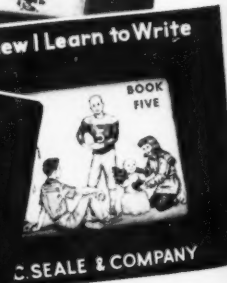
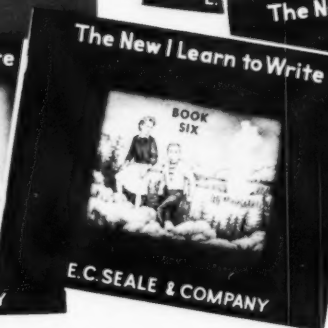
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